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ABSTRACT

The 10-day 1980 National Leadership Conference sponsored and administered by the American Youth Foundation, was held at Camp Miniwanca (Michigan) for 123 youth participants representing four cities (Indianapolis, Omaha, Kansas City, St. Louis). The theme was leadership (the leader as servant and guide who helps a group to achieve their ends, rather than directing them to meet his/her own); its goal to develop the skills and will to be effective leaders; and its method experiential and participatory. Selected on demonstrated leadership ability and/or potential and other criteria established by each city, high school students participated in intensive seminars, skills explorations, pursuit-of-excellence experiences, and synthesis activities. Adults at the camp were 33 resource staff persons and 21 teacher/advisers. Evaluation data on the experience were gathered through participant observation, polls and questionnaires, and, on the first evening and last morning, a battery of formal tests. Student ratings and test results were assessed on personal group efficiency, social and personal responsibility, self esteem, democratic actions of leadership, and the evaluation of and likelihood of being active in the community, with results showing statistically significant positive change on every scale and subscale in the battery of tests. (JD)

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AN EVALUATION REPORT OF THE NATIONAL LEADERSHIP CONFERENCE

Camp Miniwanca, Michigan

July 28 - August 7, 1980

Submitted by

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SECTION ONE

Summary

"Being a leader is not easy. You have to sleep when you can and keep pushing. It's running at 6:30. It's helping people up a mountain. It's falling down, picking yourself up again, etc. That's what it is. It's making life a little bit better than it is. It's discovering the meaning of life through a group's trusting and sharing. This is not a game. This is LIFE!"

Group of NLC youth

The above was written near the end of the 1980 National Leadership Conference (NLC) in response to the question: "What was the point of all this stuff we've been doing?" It captures, as well as any brief statement might, the spirit and content of the experience: challenge, stress, accomplishment, support of one another, leadership -- and reflection on the meaning of it all.

From July 28 - August 7, 1980, nearly 200 young people and adults gathered together at Camp Miniwanca near the shores of Lake Michigan. They were not ordinary young people. They were not ordinary adults. They did not have an ordinary experience. They shared beauty -- in nature, music, each other. They shared discomfort -- from cold showers, long hours, and rice spiced with sand. They had intensive seminars, pursuits of excellence, evening talks, songs, creative presentations. Many elements, but melded into one experience. Many kinds of people, but melded into one community. Therein lay the strengths of both.

This is a report of that 10-day experience. It tries in another way to capture the spirit and content of the 1980 NLC -- to provide information to help others reflect on the meaning of it all. The intent of the evaluation effort was not so much to pass judgment on the NLC experience as it was to understand it, to examine the impact it had on the participants and to try

to uncover the sources of impact. It was not only an attempt to understand the NLC, but to learn something about youth, and about programs for youth.

The report begins with a description of the 1980 National Leadership Conference, an outline of the methods used in the evaluation effort, and a discussion of the objectives of NLC as officially stated and as perceived by the participants. The remainder of the report presents and discusses the findings of the study. The primary findings are outlined below.

Student Ratings of the NLC

The students gave extremely high marks to the NLC. Ninety-five percent rated it "excellent" or "very good"; 99% said it will make them "very much" or "quite a bit better" leaders; 97% said they made one or more close friends; 87% rated their own performance as "excellent" or "very good." Similarly high approval was given to the seminars, skill explorations, pursuits of excellence, and, most of all, the "overall experience of 150 people living and working together." So much for whether it was a "good experience." The harder questions are : "In what way" and "by what means."

Pre-Post Test Results

On the first evening and last morning of the NLC, students completed a battery of tests: on personal and group efficacy; social and personal responsibility; self-esteem; authoritarian-democratic notions of leadership; and on being active in the community.

Previous experience with these and similar tests had given reason to expect little or no change over so short a period. But bowing to convention, curiosity, and a desire for comparative data, they were administered. The actual result is that there was statistically significant positive change

on every scale and subscale in the battery of tests! In all but one subscale, the level of significance was greater than P=.005 and in that case it exceeded P=.05. Considering the absolute level of the scales as well, it can be said that the students started high, and moved significantly higher, on every pre-post test instrument in the test battery.

Patterns of Results

Data from the pre-post tests were combined with those from observations, interviews, and a mountain of self-report data to uncover a pattern, to clarify the nature of impact. In a most general way, these data suggest the following.

First and foremost this was an experience of growth in relation to others, in community. The evidence was everywhere. In response to a question on what will remain with them as most valuable about the experience they cited growth in relating to others -- love, trust, sharing, power of group effort, learning to be a community, respecting others, friendships -- more than twice as often as growth more individually considered (self-confidence and esteem, e.g.). In reacting to a list of 30 ways they might have grown the same pattern emerged, as it did in group discussions. On the formal pre-post tests there was more positive change on group efficacy than individual efficacy, on sense of social welfare than personal sense of duty, and so it went.

Secondly, there appeared to have been developed a clear understanding and acceptance of the merit of the concept of the "servant leader." At the least they developed an almost uncomfortable glibness in describing the notion at most a willingness to try their hand at it and to express regret when they neglected to do so.

Thirdly, there was evidence of and testimony given to personal growth -- particularly to enhanced self-esteem and to being more open to new experiences.

The evidence for this is quite strong, paling only in relation to interpersonal issues cited above. On the other hand it must be noted that there was also relatively less evidence and testimony of growth in aspects relating to autonomy, self-direction, and personal initiative.

Lastly it must be noted that this was where things stood at the close of the NLC experience. Where the students are now and where they will be is a different question. Whether the impact of NLC on the participants translates into an impact on their schools and communities is yet another.

Sources of Impact

The educational philosophy and method of the NLC was experiential and integrative (holistic?): action, and reflection on action; the physical challenges were not often separated from moral and mental challenges; the same themes were repeated in all elements of the experience.

Perhaps in consequence, it proved impossible to trace the source(s) of impact to any single element or circumscribed cluster of elements. The impact seems, rather, to have come from the whole configuration -- cabin life, formal sessions, sharing sand and cold showers, ubiquitous moralizing -- everything! The single most critical element would appear to have been, however, the enveloping of it all within the context of building, becoming, being a community.

Questions and Recommendations

The evidence gathered in this study clearly suggests that the NLC had a strong positive impact on its participants. That conclusion is not diminished by, nor does it preclude the raising of, some critical issues about the whole experience. The lasting impact of the experience, both personally and in its

translation into action, is one such issue. There are also issues regarding the experience itself: there appears to be, for example, more opportunity to hear and talk about leadership than to practice it; more emphasis on the general predispositions of leadership than on its requisite strategies and skills; more stress that one can and should be a leader than on just what one might be a leader of or to what specific ends.

These and other issues are considered in the final section of this report which presents the recommendations of participants for further conferences and some reflections on this one. I prefer to end this summary as it began -- with a student's view of the NLC:

> "On the overnight canoe trip my partner was a big strong guy and I felt really inadequate because I felt my puny strokes were not enough -- that even though I was paddling my hardest I wasn't doing my part and that my strokes really didn't count. Then when I had taken a rather long break, my partner said, 'Start paddling' and I said 'Why? It doesn't really make any difference anyway.' Then he kind of laughed and said, 'Your paddling makes all the difference in the world.' So after that I pushed and pulled my hardest and it made me feel great that, even though I weighed 120 and he weighed 280, I really did make a difference.
>
> "So I'm going to keep that in mind when thinking of the future -- even though I am one small person in this world of so many -- I can make a difference if I only dip in my oar and paddle my hardest!"
>
> NLC student

SECTION TWO

The 1980 NLC: Description

Background

During the 1970's there were no two themes of social criticism more prominent than that America was facing a "crisis of leadership" and that its people were floundering in "narcissism" and "self-absorption". The conjunction of themes is fascinating: being "Number 1" no longer meant being an example to or leader of others, but merely being ahead of them, being first and strongest at the trough.

The National Leadership Conference may usefully be seen as a positive response to these trends. Its theme was leadership. Its conception of a leader was that of servant and guide who seeks to empower a group to achieve their ends, not to direct them to meet his/her own.

Its goal was to develop, in young persons, the skills and will to be effective leaders. To this end it sought to instill an understanding of and commitment to the ideal of the servant leader, to provide instruction and practice in cooperative effort, to promote deeper insight into self and others, and to develop a stronger sense of self.*

The method of the camp was experiential, participatory. In a rhythm of action and reflection, young persons were faced with real challenges, with physical and ethical dilemmas that demanded the exercise of new skills, new ways of addressing problems. They were encouraged to reflect on these, to consider the implications for self, for others, for leadership. Not least of the experiential challenges was that of creating, in a demanding and for some an alien environment, a sense of community among people of different cities, ages, races, and personal backgrounds.

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*The formal list of objectives is given in Section Four.

Setting. The 1980 National Leadership Conference took place between July 28 and August 7 at Camp Miniwanca. The camp is located near Shelby, Michigan, between the rugged shoreline sand dunes of Lake Michigan and the quieter waters of Stony Lake. The camp features open-sided cabins, both indoor and outdoor meeting facilities, inspiring natural beauty and, the participants are wont to emphasize, little hot water but unlimited quantities of sand.

Sponsorship. The NLC is a special project of, and is administered by, the American Youth Foundation. Financial sponsorship for the participants is provided by foundations in their respective cities: Indianapolis -- Lilly Endowment, Inc.; Kansas City -- Powell Family Foundation; Omaha -- Union Pacific Foundation; St. Louis - Danforth Foundation.

1980 was the third year for NLC, the second under the leadership team of Jim Kielsmeier, Director; Larry Williams, Program Assistant; and Amelia Grana, Program Secretary.

Participants

Youth. There were 123 youth participants at the 1980 NLC representing four cities: Indianapolis (50), Omaha (28), Kansas City (26), and St. Louis (18). Most of the participants were from the cities themselves, with a small minority being from near suburbs, and with one observer from the Chicago area. Approximately 40% of the youth were males and 60% were females; about 60% were white, 35% black, and 5% other ethnic minorities. Nearly 80% were entering the 12th grade in the fall.

The youth were selected on demonstrated leadership ability and/or leadership potential and by other specific criteria as established by each city. In most cases the selections were made by principals and/or other school personnel. In some cases, previous youth participants were also involved in the selection process.

Data from a pretest taken by the participants showed them scoring unusually high in tests of self-esteem and in sense of Personal and Social Responsibility (in Ch. IV). Open-ended questions about expectations from the conference suggested that what they "most looked forward to" was meeting new people, learning leadership skills, and being in a natural, outdoor setting. In preparing themselves for the experience they most commonly reported (again in response to an open-ended question) trying to be open-minded and receptive (20%), getting "psyched up" (17%), thinking about the goals of the NLC (15%), exercising (12%) and going to meetings (12%).

Adults. With some 33 resource staff persons and 21 teacher/advisors there was roughly a 1:2 ratio between adults and youth in the camp. The resource staff was composed of persons from ten states and two Canadian provinces. They were selected for their background and expertise in the subject matters and activities of the camp, their experience and skill in working with adolescents, and their commitment to the goals of the camp. There were teachers/advisors from each of the participating cities plus single "observers" from Chicago, IL. and Cleveland, OH. Demonstrated leadership ability and willingness to participate were important criteria in selecting these persons, though the actual selection process, operating criteria, reward system, and degree of preparation seemed to vary between (and within) cities.

The Formal Curriculum

The adjectives that come to mind in relation to the overall program include: intense, structured, thematic, challenging, imaginative, integrated (body/mind/affect), exhausting, and varied. The general flow of activities (and somewhat the sequence) involved an initial plunge into the camp's settings, four days of intensive (6 hr.) seminars and skill explanations followed by 2 1/2 days of pursuit of excellence (at least one overnight experience), with

a day for partial recovery and synthesis. These were followed by closing activities including a marathon, banquet, and inspirational evening activities. Each day also included an evening activity of further (even fervent) entertainment, exhortation, and instruction.

It is beyond the scope of this report and, perhaps, the competence of this observer, to adequately describe the activities or to do justice to the spirit of the central elements of the program. But to provide some reference point for later discussion (especially Ch. V) a few comments are needed here.

Basic seminars. Every student (and most of the teachers/advisors) participated in each of these six hour seminars. The title and, criminally over-simplified, the major activities of each was as follows: Futures/Spaceship Earth -- construction of wind generators, operation of Energy Simulator, lunch distributed among participants roughly as resources are on the planet, discussions of personal and social implications of the above; Creativity/Communication in Leadership -- variety of experiences in verbal and non-verbal expression, sensing how one comes across to others, and more; Self in Leadership Roles --obstacle course demanding group trust and cooperation, large and small group discussions on the above and on understanding oneself, building on strengths, sharing personal insight, etc.; Moral and Ethical Dimensions of Leadership -- canoeing experience (with imposed handicaps demanding exercise of leadership and cooperation) and debriefing, unevenly divided lunch which was enough only if people were sensitive to others and took leadership to act on it, and ending with discussions of responsibilities and ethical dimensions of leadership as demonstrated in the days concrete experiences. A central feature of each seminar was the use of an action-reflection model and, particularly in the last two named, a unique integrating (around a central theme) of outdoor adventure challenges with academic/intellectual exercises.

Skill explorations. In the afternoon of each of the four seminar days, students also attended a skill exploration session. These were developed by resource staff members (and some teachers/advisors) at the outset of camp and were based on their own interests and judgment of what would be appealing and useful. Ultimately 31 sessions were offered ranging from Ecological Research to Basics of Barbershop Singing. They were divided, though not distinctly, between "academic" and "non-academic" (of which there were more) and students were to choose two from each category. The sessions which attracted the most students were: "When God Make Me He Must Have Been Having a Bad Day," the "High Ropes" adventure course, "Massage and Conscious Relaxation," "Canoeing", and "Sailing". A complete list of offerings is contained in Appendix A.

Pursuits of Excellence. During a somewhat more relaxed day following the above experiences, students signed up for two Pursuits of Excellence out of 16 offered. These were full day (or more) in-depth extensions of themes and skills introduced in the previous days. Half were in-camp, and half involved an overnight experience and students were to choose one of each. The sessions involving the most students were, among the in-camp sessions, "Creative Dramatics and Performance Techniques" and "Human Sexuality and Sexual Roles." Of the overnight sections the most students were involved in one of two versions of a "Small Town" or "Intercultural Exchange" experience and the "Down River Canoe Expedition." A complete list is found in Appendix A.

Synthesis. Synthesis, in the sense of drawing meaning from a variety of experiences and exposures, was a pervasive element in the total camp program. The next-to-the-last day, however, was turned over to pulling together all the various strands of the NLC into a personally meaningful whole. Through structured individual and small group exercises, students examined personal

changes, articulated central camp themes and evaluated aspects of the camp experience. In the afternoon they met as city groups to draw up compacts for maintaining and applying their strengths and skills in their home communities.

The Informal Curriculum

The schedule for each day included a special evening event: beach supper, faculty and student songs and skits, film, songfests, challenging talks, square dance, and more. These, along with morning conditioning, marathons, et al, were not additions to but seen as an integral part of the overall program and as contributing essentially to its central goals.

Finally, what may have been the most powerful source of learning was something not listed on the formal program at all. It infused, nonetheless, every aspect of it. That was the experience of working to build, become, be, a community; a community of youth and adults, black and white, rich and poor, athletes and aesthetes from different cities, with varied talents, and at different phases in life. The issue could not be avoided: cabins, primary groups; sharing cold water and sand; deciding who to sit with at dinner, who will serve the others; meeting obstacles together, talking in the evening. It is neither possible to understand nor appropriate to try to assess the NLC experience, or any part of it, in isolation from this experience in community living.

SECTION THREE

Evaluation

The merit of any evaluation process is not defined by its design but by its results: how interesting, useful, and accurate. Accordingly, there is given here only enough information to help the reader understand the reported findings and determine the seriousness with which he/she wishes to take them. Anyone wanting more detailed information is welcome to contact this evaluator directly.

Purpose

The purpose of the evaluation effort was less to judge than to interpret and understand; less to determine if it was a good experience than to see what that experience was; less to decide whether people learned a lot from the experience than to uncover what they learned, how, and from what source.

To this reporter the value, even excitement, of exploring these issues at NLC was to have the chance to experience and observe from within an intensive group experience. To some degree the findings may add to our general understanding of youth and how to work more effectively with them. For participants in and concerned observers of the NLC it is hoped the findings will shed some light on what occurred, be of use in designing further efforts, and contribute to the real evaluation of NLC -- which must ultimately be their own.

Design and Methods

Data for this attempt to interpret and understand the NLC experience were gathered in three ways. The first was through participant observation, to go through the basic seminars and take part in as many activities as one person could, be involved in staff meetings, help plan and direct a couple activities, get to know people, to be a part of the NLC community.

The second was through a variety of questionnaires and polls. The aim was for these to be a part of rather than an intrusion upon the instructional program. After each seminar, students responded to questions about the nature and purpose of what they'd experienced. The responses were immediately summarized for the seminar leaders. The Synthesis activities were designed both to stimulate reflection by students and, with their knowledge and consent, be used to inform this effort.

The third method was a battery of formal tests which was administered on the first evening and last morning of the NLC.

The purpose of gathering information by all these methods was to be able to triangulate the data, to avoid relying on only one kind or source of information. In examining any particular issue, such as if students were increasing in self-esteem, one could examine test results, ask people directly, and check both of them against the other as well as against what you had directly sensed and observed.

Instruments

Full reprints of the questionnaires and tests used are found in Appendix B and C. The formal tests used are identified here by title and purpose.

Janis-Field Scale, widely used to access adolescents' feelings of self-esteem in social situations. A typical question is: "How often do you feel sure of yourself among strangers?"

Social and Personal Responsibility Scale, developed out of the Evaluation of Experiential Education Project to examine attitudes toward and commitment to taking responsibility; a typical item asks people to rate themselves on a scale of: "Some teenagers feel bad when they let people down who depend

on them -- BUT -- other teenagers don't let it bother them too much."

Evaluating Being Active in Your Community, a semantic differential which asks respondents to rank the above concept between a set of word pairs: "boring : interesting," "Smart : Dumb," etc.

Personal and Group Efficacy, which asks how much power the respondent thinks individuals (and then groups) have to do such things as "improve race relations."

Authoritarian/Democratic Leadership test which asks how strongly one agrees or disagrees with such statements as "almost any job that can be done by a committee can be done better by having one individual responsible for it."

What emerged from all this data begins to be detailed in the next section of this report.

SECTION FOUR

Findings: Stated and Perceived Objectives

No educational program operates with only one set of objectives. The most obvious are the officially stated objectives of the program's director(s)--such as "To develop a stronger sense of self." There are always another set of hidden, or at least unspoken objectives--at the NLC these would include such as that participants would come to respect and appreciate nature; have a good time; obey the rules; not engage in overt "amorous activity," etc. There are also the personal objectives of the participants. When the students were asked to state what they "looked forward to," the most common response was "meeting new people" or "making friends," an objective only indirectly alluded to in the program's official list.

As the program proceeds the above are supplanted by the program's operating objectives and, from the viewpoint of the participants, the perceived objectives. At the end of the program one can begin to assess its impact and thus draw some conclusions about its effective objectives.

The remainder of this report will primarily be about the effective objectives of the NLC. But that discussion will gain some meaning from first looking at the objectives of the NLC as stated by the directors and as perceived by the students.

Stated Objectives

The objectives of the NLC, as announced to students and staff, were as follows:

1. To raise consciousness levels and a sense of efficacy toward content areas of major seminars.
2. To stimulate higher levels of understanding and to empower participants to act on their individual life spaces.

3. To better understand the nature of leadership, especially the role and responsibility of the servant leader.
4. To work cooperatively with people of a different city, school, race and socioeconomic group.
5. To identify and/or clarify a personal sense of direction for the future.
6. To identify and make decisions regarding specific areas where personal growth is needed.
7. To develop a stronger sense of self.

Perceived Objectives

Near the end of the conference the students met in self-selected groups and discussed 4 open-ended questions. One of them read as follows:

> For the past 10 days you've done a lot of stuff: some stressful, some fun, some outdoors, some inside; you've heard talks, been creative, canoed, danced, written in journals . . . and much more. What do you think was the point of it all? What was it supposed to do for us?

The broadest statement that could accurately summarize the campers' opinions on this point would be that the purpose was to "help us become more capable leaders." But so stated it blurs the complexity of the responses, especially regarding what is entailed in becoming a capable leader.

The responses centered around three major issues which are listed below by their frequency of mention.

A. Learning to live and work with others. Here the emphasis was on
   1) the power (and necessity) of people working cooperatively to achieve goals:

"To solve a problem you have to use group effort instead of just one person."

"Things can't be done without teamwork."

2) The need and value of trusting others.

"Learning to believe in and trust in your neighbor."

3) To be more compassionate and considerate of others.

"sharing and helping others, instead of always thinking about ourselves first."

4) To develop new relationships and to be able to get along with a variety of people.

"To meet people from other cities . . . to respect others . . . to intermix with other races."

B. To expand strengthen oneself, to be "stronger, more complete individuals". Here the key issues were:

1) To extend oneself, to try new things and to accomplish things you thought were beyond you:

"To broaden our minds and the realm of our experience (Isn't that deep?)"

"It made us leave our comfort zone . . . exposing us to new experiences, new types of leadership, creativity, and humanity."

2) The somewhat related idea of learning to endure, persevere in the face of difficult challenges:

"To test our endurance and see how much we can actually take,"

"Learn we can do without many things we think are necessities."

3) Understand oneself better:

"To discover ourselves--our strengths and weaknesses--because how can we help others if we don't know ourselves?"

4) Gain personal competence--and esteem

"Help us see ourselves as good and see others as just as good."

C. Thirdly, panel groups also discussed leadership training directly, with the most common points relating to:

1) Understand the "servant leader" concept:

"To influence rather than dictate"

"Before we can lead we must serve"

2) Relatedly, that a leader must also follow:

"To see if we could follow as well as lead"

3) To practice the skills required of a good leader:

"To experience being a leader in different situations"

"Learn the qualities of leadership"

These three major issues were each alluded to in every group's report, and each was the primary emphasis in 1/3 of them. The point to be made is that there was a high degree of consensus among the campers as to what they were supposed to be gaining from the NLC. One group put it all into one sentence:

> "To enhance our leadership qualities and to help us discover ourselves and provide an environment for growth so that we will be able to use our new skills to work together to better the lives of others and to serve our communities."

We turn now to the effective objectives, to examine the degree to which the stated and perceived objectives were met during the NLC experience.

SECTION FIVE

Results from Tests and Questionnaires

FINDINGS:

The findings are reported here in 3 major sections. First, results are given from questions by which students rated the overall camp experience. Second, results are given from the formal test instruments administered on a pre and post basis. Third, results are reported from 3 questionnaires in which students gave their personal perceptions of what they had learned.

Two significant caveats must be mentioned in relation to this data. The first is that they report student responses on or near the last day of camp and must, at best, be taken as short term results. The second is that the key data are those for the camp population as a whole, not the results from the separate cities. The data are also separated by city, with some ambivalence on my part, only because the absolute values may be of some use and interest to each city's participants and sponsors.

To avoid overinterpretation of this data, and to anticipate SECTION SEVEN, it should be said here that the test results were subjected to an analysis of variance which revealed that the factors of city, age, race, and sex were not significant predictors of how much a person liked or gained from the NLC experience.

Ratings of Overall Camp Experience

There were 4 questions included in the post test which asked for summary ratings of the NLC and certain elements within it. The results follow.

Table 5:1

Degree of Approval

"All things considered, how do you rate the quality of the 1980 National Leadership Camp?"

	(N)	Excellent	Very Good	Good	Fair	Poor	Mean Rating[a]
All Students	(116)	67%	28%	5%	1%	--	1.4
Omaha	(27)	78	22	--	--	--	1.2
Indianapolis	(49)	69	27	2	2	--	1.4
St. Louis	(15)	60	33	7	--	--	1.5
Kansas City	(25)	52	32	16	--	--	1.6

[a]On this scale of 1 to 5, the lower the mean score the higher the overall program rating, 1 being completely "excellent"

Obviously the NLC received extremely high approval. Only 7 of 116 students rated it less than "very good" and, of these, 6 rated it "good." One student rated it "fair" and none judged it as "poor."

Table 5:2

Value of Leadership Training

"Do you think your experiences at this camp will make you more effective as a leader?"

	(N)	Yes: very much	Yes: quite a bit	Perhaps: but not too much	No: not at all	Mean Rating
All Students	(116)	75%	24%	1%		1.26
Omaha	(27)	78	22			1.22
Indianapolis	(49)	77	22			1.22
St. Louis	(15)	80	13	7		1.27
Kansas City	(25)	64	36			1.36

It might be noted here that 115 students of 116 responded either "very much" or "quite a bit."

Next, and because so many students had cited "meeting new people" as something they looked forward to, the students were asked about the friends they had made.

Table 5:3

Making Friends

". . . did you make any close friend(s) here--for example, who will probably take the trouble to keep in touch with you after NLC ends?"

	(N)	YES	NO
All Students	(116)	97%	3%

Speaks for itself.

Table 5:4

Rating of Own Performance

"According to your personal standards, how would you rate your overall performance during these ten days?"

	(N)	Excellent	Very Good	Good	Fair	Poor	Mean Rating
All Students	(116)	26%	61%	12%	1%		1.88
Omaha	(27)	26	70	4			1.78
Indianapolis	(49)	29	55	14	2		1.90
St. Louis	(15)	27	60	13			1.87
Kansas City	(25)	20	64	16			1.96

As might be expected, the students rated themselves less highly than the overall camp. Yet it seems reasonable to interpret the above as indicating that students felt good about their own performance, that the NLC did provide an occasion for feeling pride in one's achievement.

Summary. It is no small thing to say of a youth program that 95% of the students rated it excellent or very good; that 99% said it will make them "very much" or "quite a bit" better leaders; that 97% made 1 or more close friends; that 87% saw their own performance in it as "excellent" or "very good." A cynic may mumble about "post camp euphoria" and miss the more important fact that that in itself is no insignificant achievement. To the degree that student opinion is seriously considered, there are no more significant evaluative data in this report than those given above. From the student perspective it was a smashing success!

It should not diminish the significance of the above results to note that such approval was more or less expected--though not to quite that strong a degree. Rather, the high level of approval adds even greater importance to the central purposes of this evaluation effort: to get a clearer picture of just what people were gaining from the experience and what were the effective factors for growth.

Pre-Post Test Results

Individual and Group Efficacy are discussed in Tables 5:5, 5:6.

Table 5:5

Individual Efficacy

"In general, do you think that the individual citizens can do a great deal, a moderate amount, very little, or nothing at all about the following matters: Prevent war, reduce delinquency, improve race relations, improve the environment?"

	(N)	Pretest[a] Mean	Posttest Mean	Mean Gain	t-value	P=(1-tail)[b]
All students	(112)	18.56	19.23	.67	2.28	.013
Omaha	(27)	18.63	19.74	1.11	2.18	.020
Indianapolis	(48)	18.46	18.81	.35	.70	.245
St. Louis	(14)	18.76	20.07	1.29	1.76	.051
Kansas City	(23)	18.57	19.00	.43	.70	.246

[a]Highest mean possible is 24.

[b]For this and all other formal tests, a "t-test" analysis was performed to help determine the "significance" of pre-post differences. The "p=" number represents, approximately, the probability that the finding (increase or decrease) is real or a chance occurrence. The usual social science convention is to say that any "p=" which is less than .054 is "significant"--that there's a 95% probability that the reported change is a real one. The phrase "1-tail" indicates merely that in applying the t-test it was hypothesized that the scores would increase on the posttest. Finally, it should be noted that the t-test is highly sensitive to sample size. The effect is that a small change in a large group may appear more "significant" than a large change in a smaller group (in these tables, St. Louis, to be specific). Thus the absolute mean change must be considered as well as the computed "significance."

Table 5:6

Group Efficacy

"How about groups of people . . . Can they do about a great deal, a moderate amount these matters?"

	(N)	Pretest[a] Mean	Posttest Mean	Mean Gain	t-value	P=(2-tail)
All Students	(112)	20.58	21.71	1.13	5.16	.000
Omaha	(27)	20.37	21.67	1.30	2.77	.050
Indianapolis	(49)	20.65	22.00	1.35	3.94	.000
St. Louis	(14)	21.14	22.36	1.21	3.63	.001
Kansas City	(22)	20.32	20.73	.41	.75	.231

[a]Highest mean possible is 24.

These data suggest that the students came to the NLC with a high degree of both personal and, particularly, group efficacy. Despite these high pretest scores, there was significant positive change on both scales. With the pre-post gains on group efficacy being nearly twice as large and more widely distributed, it seems warranted to conclude that the impact of NLC was most strongly felt in the power of groups to bring about social change. This conclusion is strongly supported by the self report data gathered in the study.

Students commented frequently on the issue of efficacy, including awareness of new personal power:

> ". . . for the first time in my life I feel my actions and life do matter on a larger scale."

> ". . . even though I am but one small person in this world something that I do can help guide our future--the way I live my life can make a difference--if I work to make sure it does."

and how one's efforts must be joined with others:

> ". . . saw I have the potential for leadership but that I also need other people and as a group things will get done properly."
>
> "almost any problem or situation can be resolved if everyone works together, tries their hardest, and thinks about and cares about other people."
>
> "Everyone needs a little help to get through their problems, and when someone's at your side it's much easier."

Social and Personal Responsibility Scale (SPRS). The SPRS was developed to test several critical elements of a person's sense of responsibility. These several elements are reported here as subscales and include the following: Attitudes on Social Welfare (e.g., "some teenagers don't think it makes sense to help others unless you get paid for it--BUT--other teenagers think you should help others even if you don't get paid for it"); Attitude on Duty (e.g., some teenagers aren't that worried about finishing jobs they promised they would do--BUT--. . .); Competence to be Responsible (e.g., some teenagers are good at helping people--BUT--other . . .); Sense of Efficacy (e.g., some teenagers don't think they have much say about what happens to them--BUT--. . .); Performance (e.g., some teenagers let others do most of the work in a group--BUT--. . .). The unifying idea behind these subscales is that a person will act in a responsible manner when the following conditions are present: first, one must feel a sense of responsibility or have a responsible attitude toward others in the society; second, one must have the ability or competence to act on this feeling of concern for others; finally, one must have a sense of efficacy which allows one to believe that taking action can make a difference.

Results from the overall SPRS are reported in Table 5:7 and its subscales in Tables 5:8.

Table 5:7

Social and Personal Responsibility Scale

	(N)	Pretest[a] Mean	Posttest Mean	Mean Gain	t-value	P=(1-tail)
All campers	(95)	71.02	73.87	2.85	5.90	.000
Omaha	(23)	72.39	75.74	3.35	3.10	.003
Indianapolis	(43)	71.26	74.12	2.86	4.35	.000
St. Louis	(13)	69.23	72.46	3.23	2.35	.019
Kansas City	(16)	69.86	71.69	1.81	1.41	.089

[a]highest mean possible is 84.

Before moving on to the subscales and further interpretation it should be noted that these scores, both pre and post, are extremely (perhaps even suspiciously) high. As a point of reference it should be noted that in one study where the test was given to students (N=380) in eleven self-selected youth participation programs, the pretest mean was 61.64 and the posttest mean 63.16. The highest mean was recorded by a group of very affluent teenagers (Beverly Hills High School, to be precise) engaged in career internships. Their posttest mean score was 66.63.

Table 5;8

Subscales of Social and Personal Responsibility Scale

	(N)	DUTY Pre/ Post	DUTY Mean Gain	SOCIAL WELFARE Pre/ Post	SOCIAL WELFARE Mean Gain	EFFICACY Pre/ Post	EFFICACY Mean Gain	COMPETENCE Pre/ Post	COMPETENCE Mean Gain	PERFORMANCE Pre/ Post	PERFORMANCE Mean Gain
All Students	(106)	14.78	.34***	13.14	.75***	12.35	.71***	9.92	.23*	13.43	.79***
		15.12		13.89		13.06		10.14		14.22	
Omaha	(27)	15.46	.04	12.89	1.12***	12.84	.72*	10.04	.50**	13.63	.89***
		15.50		14.00		13.56		10.54		14.52	
Indianapolis	(46)	14.85	.35*	13.28	.76***	12.43	.61**	9.93	.20	13.76	.56**
		15.20		14.04		13.04		10.13		14.33	
St. Louis	(15)	14.40	.47	13.13	.73*	12.14	.79*	9.40	.47	12.71	1.14**
		14.87		13.87		12.93		9.87		13.86	
Kansas City	(22)	14.00	.63**	13.16	.21	11.70	.85*	10.10	-.25	12.83	.94**
		14.63		13.37		12.55		9.85		13.78	

* Significant at less than .05

** Significant at less than .01

*** Significant at less than .005

As indicated previously, the scores recorded on this scale (and subscales) are so high that they are most difficult to interpret. It will put them in some perspective to consider that the decreased sense of personal competence recorded by the Kansas City group represents something on the order of seeing themselves able to "leap NY's Trade Tower at a single bound" to being able only to "leap the Empire State Building at a single bound."

There are several possible explanations for these high scores. One is that these are, indeed, singularly responsible young people--and so perceive themselves. There is evidence to support this in that they were, to a large degree, selected on the basis of past demonstrations of being responsible. In addition, their performance at NLC would support that view of them. But still the scores seem unrealistic. A second explanation is that these people are singularly able and inclined to give socially desirable responses to questions about responsibility. There is also evidence for this view. Their responses, for example, to the open-ended questions given during the NLC make Andrew Carnegie look cynical and Norman Vincent Peale defeatist!

> "I can do whatever I want to and the only thing stopping me is my own doubts."
>
> "[NLC made me want to] actually push myself further than I have had. It made me want to raise my goals even higher and reach for the stars."
>
> "It doesn't take much to be a leader, you can become one with a little self-drive and determination to be someone."

In saying that I should add that they were, in those written comments, usually reflecting (often quoting) the ongoing ideology of the NLC. The third explanation is that the high scores result from a combination of the above--and is the one assumed in the comments below.

The most obvious fact in this data is that the students had high scores on responsibility on the first day of camp and higher--significantly higher--on the last. The results were strong for all city groups. Kansas City students, for example, whose mean gain on the overall SPRS missed the .05 level of "significance," did show significant gains on 3 of the 5 subscales and on 1 (Efficacy), the highest of any city group.

A second conclusion may be ventured from the pattern of subscale results. The two subscales on which the greatest gains were recorded--Performance and Social Welfare--are the two subscales most oriented toward group or social facets of responsibility. The lowest gains were on Sense of Personal Duty and Personal Competence. This is consistent with other findings of group-related changes being relatively stronger than individual changes.

Thirdly, it is at least interesting that there was relatively little gain on the Competence subscale. It may or may not be significant that the items on this subscale are less directed at how you act toward others than how they respond to you (Some teenagers would rather not present ideas in a group discussion--BUT--Other teenagers feel comfortable . . .).

In any case, evidence of a heightened sense of responsibility was strong in the overall SPRS Scale and a common theme in comments made about NLC:

> "[NLC made me think about] my role as a leader--my role as a woman [sic] black woman! To think toward what I want to be, do--with my developed skills and my roles! I have a lot to offer."
>
> "[made me think about] the many people who have skills and don't use them--or don't know how to use them."
>
> "[made me wish I could] be more than what I am, to help more people not just the ones I come in contact with."
>
> "On the moral and ethical trip--when we got our lunch we knew we were supposed to combine and share, but didn't realize that there needed to be rationing out of it. I learned to realize all aspects and think about what everyone needs."

"I tried to do a job whenever I could, such as unpacking the car after our POE, and carrying things."

"I helped a girl complete her first 2 mile run of her life."

Self Esteem. The test of self esteem used in this study was that developed by Janis-Field to test self esteem in social situations (e.g., "How often do you worry about how well you get along with other people?"). Results are reported in Table 5:9.

Table 5:9

Janis-Field (self esteem) Scale

	(N)	Pretest[a] Mean	Posttest Mean	Mean Gain	t-value	P=(1-tail)
All students	(110)	33.85	35.20	1.35	4.04	.000
Omaha	(26)	33.58	35.54	1.96	3.40	.001
Indianapolis	(47)	33.02	34.34	1.31	2.47	.009
St. Louis	(15)	35.20	36.07	.87	.92	.186
Kansas City	(22)	35.00	36.05	1.05	1.26	.111

[a]Highest mean gain possible was 50.

The self esteem scores of the NLC participants are higher, but only slightly so, than those recorded by most other city and suburban youth that this writer has tested (some 33 groups with posttest means ranging from 28.56 to 35.36). More importantly, the pre-post mean changes do indicate a significantly positive change in self esteem. This is true for the group as a whole and for 2 of the city groups. In the 2 other cases the pretest scores were so high there was

little room to move--though there was nonetheless some positive change. These positive changes were commonly reflected in students' comments:

> "[I got the idea] that I am somebody special! I should present myself in such a manner!"
>
> "I am more than just another bump on the log. I can go out into the world and be someone besides a junkie or pimp or etc."
>
> "One thing that was most important for me was the feeling that I can be myself and people will like me. At home I have always been afraid to be open with people I see every day. . . It amazed me that by being myself as I did at camp, people seemed to like me more than when I put on a charade as I did at home. I now feel like I can start working to get rid of the front and be what I really am."

Authoritarian Democratic Leadership Roles. One of the objectives of the NLC was to convey an understanding of the notion of the servant leader. As one test of this the students responded to 11 items describing authoritarian or democratic leadership styles (e.g., "It is more important for a leader to get the job done than to worry about everyone's feelings"). The results are reported in Table 5:10.

Table 5:10

Authoritarian: Democratic Leadership

	(N)	Pretest[a] Mean	Posttest Mean	Mean Gain	t-value	P=(1-tail)
All students	(111)	35.37	36.94	1.57	3.15	.001
Omaha	(26)	35.31	37.27	1.96	1.57	.065
Indianapolis	(48)	36.47	37.92	1.43	1.85	.035
St. Louis	(13)	35.92	36.85	.92	.74	.237
Kansas City	(24)	32.92	34.67	1.75	2.07	.025

[a]The highest (most "democratic") mean possible is 54.

In contrast with previously reported scales, the NLC students did not score unusually high on this scale--with a mean pretest score only slightly to the "democratic" side of the midpoint. Consistent with the others, however, the group moved, significantly, in the desired (i.e., democratic) direction.

Since the understanding of the servant leader was such a central goal of the NLC, some special attention was paid to it during the synthesis activities. During this time the students met in small groups and were asked, among other things, to articulate their new understanding of leadership.

Reading the comments leaves one alternately moved, then concerned--even skeptical. It reminds one of how easy it is to teach words, the right answers--and how uncertain is their translation into action.

But here words were what was asked for. What was received was, collectively, an eloquent statement. The most common phrases were "servant" and "also a follower," but there were more than 90 other more-or-less distinct words and phrases used to elaborate on what it means to be a "servant leader": listens, perceives, gets involved, considerate, compassionate, flexible, shares responsibility, trustful, trustworthy, motivates others, learns from failure, good example, empowers, cares more for group than self, . . ., etc. It is perhaps seen best through more complete responses:

> "Not so much to be a commander but a friend and to work with and for others."
>
> "Being able to + the lead so that every person feels a certain responsibility and the leader isn't always in the 'limelight'--the whole group should be."
>
> "You have to have a true motivation for your cause. It has to come from your soul, not ego."
>
> "Won't get discouraged by defeat--keeps on trying even after a failure."

"Leaders are not necessarily those who make decisions but those who can put themselves in someone else's place and look to see what they need/want."

"A leader must respect the group members by listening. . . . allowing them to develop leadership skills also."

Of course, even espousing such ideas can get wearisome--as is hinted at in one group's chiding of an errant member:

"A leader doesn't play with paper airplanes while we are trying to figure out what a leader is."

Whatever else one may say about NLC, there can be no question that the participants learned to describe the "servant leader"! The question of what those words mean, however, was on the mind of one student who later that same day wrote the following:

"[NLC made me want to] straighten out the confusion of servant-leader. They seem opposite and yet the same. I'm not sure how to make those words into actions."

Being Active in the Community. One of the goals of the NLC is that the students will, upon returning home, apply their leadership skills in their home communities. The following two Tables report data on how highly students evaluated that general idea (pre and post) and how likely it was that they themselves would be active.

Table 5:11

Being Active in the Community

	(N)	Pretest[a] Mean	Posttest Mean	Mean Gain	t-value	P=(1-tail)
All students	(107)	35.47	37.12	1.65	3.51	.001
Omaha	(26)	35.04	38.54	3.50	3.84	.001
Indianapolis	(47)	36.32	37.06	.75	1.32	.098
St. Louis	(14)	36.07	35.21	-.79	-.65	.525
Kansas City	(20)	33.60	36.75	3.15	2.30	.017

[a]Highest mean possible is 42.

Table 5:12

Will/Won't Be Active in Community

	(N)	Pretest[a] Mean	Posttest Mean	Mean Gain	t-value	P=(1-tail)
All Students	(113)	5.70	6.14	.44	3.84	.000
Omaha	(27)	5.89	6.41	.52	2.21	.018
Indianapolis	(49)	6.04	6.25	.20	1.32	.096
St. Louis	(14)	5.36	6.14	.79	2.62	.011
Kansas City	(23)	4.96	5.61	.65	2.05	.026

[a]Highest mean possible was 7.

The most reasonable way to summarize these tables and comments is to repeat the central theme of this section: "they scored high upon entering and even higher upon leaving--and the change was statistically significant."

> "I more want to go out and help people and do things instead of just get through each day."
>
> ". . . at this point in my life, run for some type of office to make people realize the crisis of today and let's do something about it."
>
> "rejoin a Girl Scout troop so I can continue to experience the outdoors; definitely run for a class office."

Summary of Pre-Post Test Results

There are two inescapable, irrefutable facts contained in these data. The first is that the students' pretest scores were high on every test in the battery. The second is that the posttest scores were significantly higher on every test. To put it differently, the students started with high, and got significantly higher, scores on: personal and group efficacy, social and personal responsibility, self esteem, democratic notions of leadership, and the evaluation of and likelihood

of being active in the community. In addition, one must acknowledge the extremely high rating which was given to the overall program. The meaning of these results may be open, but the fact of them is not. Neither is the fact that there was ample supporting evidence in the form of student self reports and in observations of camp life.

Focusing for a moment on the formal pre and post tests it seems warranted to admit here that these results were totally unanticipated by this observer. I would have been less surprised, and could have more confidently interpreted, a finding of no overall change--or even decreases in test scores: too short a time between pre and post test to really expect change; overtesting; last day weariness and desire to get home; regression to the mean; etc.; etc. The tests were one's I'd used enough to make me believe I'd uncovered their pattern of results. The surprise here is pleasant but perplexing.

There are a variety of ways to explain away the findings: posttest instructions were unusually motivating (most doubtful); "testing effect" (but could predict a decrease as well as increase); desires to please or to make the camp look successful (quite plausible--but not a bad result either); it was distorted by the 7 missing student cases (not enough to make a difference); my own hunch that, to a degree, students gave inflated answers on the pretest and knew it, but felt so strongly about the value of the camp that they wanted it reflected in post camp results so inflated them even more (still not all bad). In truth, none of these interpretations is more convincing than an assumption that the changes represent real attitude change.

To recapitulate, there was significant change on all tests. To the degree there were distinctions, the changes relating to <u>group</u> power, <u>group</u> responsibility and action, were slightly more positive than were indicators of <u>individual</u> power, esteem, and responsibility.

We turn now to measures that may reveal something of the sources of the above-noted impact.

SECTION SIX

Nature/Sources of Impact

In this section an attempt is made to "get inside" the previously reported data, and to do so in two senses. The first is to get a more precise picture of what the students got out of the NLC, particularly to get their view of the matter. The second is to get a clearer sense of what brought about the reported changes, what it is about and in NLC that could account for its apparently positive impact. These are critical and very complex issues. What is reported here must be recognized as a very preliminary attempt to investigate them.

This section is divided, somewhat awkwardly, in the following manner. The first two parts report data from the pre-post tests which indicate a) the degree to which certain personal variable influenced the results and b) how students rated specific parts of the formal program. The next section draws on students self-reports about how they had grown during NLC, and what parts of the program they felt contributed to this growth. The next section looks at nature and source of impact by focusing on one particular issue: the success of NLC in fostering real cooperation and community among people of different cities, races, and backgrounds. Finally, it attempts to summarize this scattered data into a general statement of what NLC accomplished with students and what, in NLC, contributed most to what was accomplished.

Impact of Personal Characteristics

To reduce the length (and threat) of the pre and post tests, only very minimal personal information was asked for: city, grade-in-school, race, and sex. The pre and post test results were analyzed via an Analysis of Variance model to determine if the NLC experience had a differential impact on any of

these sub-populations. The sort of information sought was not whether males, for example, scored higher or lower on the tests than did females, but whether there was a difference between males and females in the amount of change recorded. Did males, for example, show more or less increase in self-esteem?

The analysis revealed no clear pattern of differential impact on these sub-populations. On only three scales did anything even approaching such a result occur. On the SPRS and Community Action Scales: with sex, age, and grade factored out, students from Indianapolis and Omaha showed more positive change; and with city, age, and sex factored out, blacks showed more positive change than whites. On the Authoritarian-Democratic Leadership Scale: females and younger students showed more positive change.

The most reasonable conclusion to draw, therefore, was that the individual characteristics of city, grade-in-school, race, and sex were not related to what or how much a person gained from participating in NLC.

Rating of Formal Program Elements on Empowerment

As a part of the post-test, students were asked to rate the central elements of the formal program -- not as to how much they liked or enjoyed them, but by the degree to which they felt they were "empowered" by them. I'm not sure to what degree this qualification was understood or considered, but it was what was asked -- and what follows are the responses.

Table 6:1

Empowerment: Seminars/Total Group Experiences

"This experience helped empower me."

	(N)	Agree Strongly	Agree Quite A bit	Agree a Little	Dis-Agree	Disagree Strongly	Mean[a] Score
Spaceship Earth	(116)	38%	40%	20%	3%		1.87
Self in Leadership	(116)	57	37	5	1		1.50
Creativity/ Comm.	(115)	40	39	20	1		1.81
Moral & Ethical	(116)	51	38	10	2		1.62
Tower Building	(116)	20	30	37	11	3	2.47
Synthesis	(116)	41	40	17	2	1	1.82
Overall Experience[b]	(116)	85	15				1.15

[a] the lower the mean, the stronger the agreement

[b] Listed in questionnaire as "overall experience of 150 people living and working together."

Table 6:2

Empowerment: Pursuits of Excellence

Number of students replying:[a]

	(N)[b]	Agree Strongly	Agree Quite A bit	Agree a Little	Dis-Agree	Disagree Strongly	Mean[c] Score
Dramatics	(31)	11	10	7	2	1	2.10
Down River Canoe	(29)	22	7				1.24
Human Sexuality	(24)	16	7			1	1.46
Beach Hike	(19)	16	1	2			1.26
Small Town	(17)	13	2	1			1.06
Canoe[d]	(14)	9	3	1		1	1.64
Fishing	(12)	2	4	2	3	1	2.75
Cultural Exchange	(11)	11					1.00
Trip to Nowhere	(11)	11					1.00
Good Samaritan	(11)	10	1				1.09
Solar/Wind	(10)	5	3	2			1.70
Gift of Excellence	(7)	4		2	1		2.00
Bike Tour	(6)	4	2				1.33
Newspaper	(3)	2		1			1.67

[a] absolute numbers used because % would be misleading for smaller sections
[b] the "n" is smaller than absolute number of participants - several no responses
[c] smaller the mean the stronger the agreement
[d] may have been some confusion beteen "canoe" and "down river canoe" POE's

Table 6:3

Empowerment: Skill Explorations

	(N)	Agree Strongly	Agree Quite A Bit	Agree a Little	Dis-Agree	Disagree Strongly	Mean Response
"When God Made Me"	(55)	46	9				1.16
High Ropes	(52)	36	13	2	1		1.39
Massage/ Relaxation	(36)	12	12	9	3		2.08
Canoeing	(32)	19	9	4			1.53
Sailing	(30)	7	12	9	1	1	2.23
Brain-storming	(20)	8	9	1	1	1	1.90
Solar/Wind	(18)	7	4	7			2.00
Acclimati-zation	(14)	3	4	4	2	1	2.57
Problem Solving	(13)	10	2	1			1.31
Newspaper	(13)	7	4	1	1		1.69
Camera	(10)	3	2	1	3	1	2.70
Silk Screening	(10)	3		6	1		2.50
Ecol. Research	(9)	3	4	2			1.89
Macrame	(9)	3	4	1		1	2.11
Choral Speaking	(8)	6	2				1.25
Iden. Comm. Pjcts.	(7)	7					1.00
Env. Simulator	(6)	1	5				1.83
Bike Maint.	(6)	2	1	2	1		2.33
Weight Wtchrs.	(6)	2	4				1.67
Barbership	(6)	3		3			2.00
Hum. Spirit Home	(6)	1	3	2			2.17
Water Rescue	(5)	4		1			1.40
Nutrition	(4)	1	2	1			2.00
Swim. Instr.	(3)	2	1				1.33
Misc.crafts	(11)	4	3	3		1	2.18

There are a few general observations which might be made from this data. The first is that on the whole the formal program elements received rather uniformly high levels of approval on the criterion that they were empowering. The second is that among program elements the Pursuits of Excellence received the highest ratings with two attaining a "perfect score" and a couple others nearly so. Why the POE's were the most highly rated cannot be conclusively determined: Their quality, intensity, being most recent in memory, fact that they were self-selected, are all plausible hypotheses (or parts of one).

Beyond this general level, not much more can be said that does not fly into conjecture and personal bias. They are, then, offered as intended -- as feedback for program staff and administrators.

The next section views the program and its elements from how students perceived their personal growth and development.

Self-Reports of Personal Growth

During the Synthesis exercises, students were given a list of 30 "Signs of Psychological Health and Maturity" (see Appendic C). From the list they were to indicate the areas which they felt had been enhanced by the NLC experience and, for the most important among them (in their view), to indicate some event or occasion which had positively affected them in those areas. Their responses are given in Tables 6:4 and 6:5.

The gradations of difference between individual items is too small to conclude much about them. Yet there was a very large spread from highest to lowest indicating the students were, in fact, making distinctions. This allows some conclusions to be made from them.

Table 6:4

Areas of "Strong Positive Impact"

Item #	Description of Item	"Strong positive Impact"	"Strong" and "Some" positive Impact
8	Open to new experience	80%	(97%)
15	Enjoys, able to work with different people	77	(98)
17	Treats others in human manner	72	(100)
16	Capable of low, deep involvement	70	(93)
12	Moments of joy and satisfaction	68	(94)
22	Sense of doing something worthwhile	66	(96)
5	Conscious set of values/beliefs	64	(92)
21	Can learn from disappointment	62	(93)
9	Risks Interacting with others	60	(92)
14	Sees and values uniqueness of individuals	58	(92)
1	Sees self as likeable and capable	57	(97)
10	Open to new ideas, suggestions	55	(91)
6	Responsible/accepts consequences	53	(88)
11	Warm sense of humor	49	(93)
2	Accurate sense of what can/can't do	46	(95)
7	Assertive and independent	46	(94)
19	Gets things done, productive	45	(92)
13	Approaches life with sense of discovery	45	(91)
18	Able to solve problems creatively	38	(90)
20	Tolerant of ambiguity	37	(82)
3	Insight into self	35	(88)
4	Aware of impression s/he makes	29	(80)

Table 6:5

Areas of Highest Impact

Item #	Description of Item	N[a]
8	Open to new experiences	33
17	Treats others in human fashion	29
15	Enjoys, able to work with different people	26
5	Conscious set of values/beliefs	24
9	Risks interaction with others	23
21	Learn from disappointment	21
12	Moments of joy and satisfaction	20
2	Accurate sense of what can do	20
22	Sense of doing something worthwhile	19
1	See self as likeable and capable	19
4	Aware of impression s/he makes	18
19	Gets things done, is productive	17
18	Able to solve problems creatively	17
16	Capable of deep love, involvement	16
14	Recognizes and values uniqueness of individuals	13
7	Assertive and independent	12
13	Approaches life with sense of discovery	12
20	Tolerant of ambiguity	11
10	Open to new ideas	10
3	Insight into self	9
6	Takes responsibility and accepts consequences	9
11	Warm sense of humor	4

[a]N refers to number of persons who selected it from among the 30 items as one of the five areas of very strongest personal change

The gradations of difference between individual items is too small to conclude much about them. Yet there was a very large spread from highest to lowest indicating the students were, in fact, making distinctions. This allows some conclusions to be made from them.

First, considering the five highest-ranked items, the strongest impact centered on two general issues: being open to new experience (taking risks, accepting change); and, secondly, around issues of appreciation and concern for others.

Secondly, comparing the top 11 with the bottom 11 reveals a related pattern. The impact was seen, by students, to be around cooperation and concern -- i.e., interpersonal relations -- more than more strictly being in person growth. More pointedly, there was a relatively low ranking given to items relating to independence and autonomy: self-insight, assertiveness, tolerance of ambiguity, taking responsibility, accepting consequences, etc.

The NLC gave great emphasis to the notion of the "servant leader". Such a leader is one who 1) can take responsibility, can manage, lead, get things accomplished, and who 2) does so for the sake of and in concert with others, who can subordinate his own will, can empower, not dominate. This data suggests that the impact of NLC was primarily in this second area. The formal test results would indicate the same.

My own observations of the content and structure of NLC support this conslusion. Cooperation, caring, sharing were recurring themes in the formal program and reinforced by communal living experiences and on-going moral exhortation (at Council Circle, mealtime, even at jogging). At the same time, the very structure of the camp: strict rules, intense and inflexible schedule, strong adult direction, et al, left little opportunity to exercise

and strengthen independence and autonomy. Essentially, then, the outcome here was highly consistent with the formal and informal curriculum of the NLC.

Self Reports on Sources of Growth

On the same exercise as discussed above, the respondents were asked to cite, for their highest-ranked items, a time-event-occasion in the camp they recalled as influencing growth in that area. In the table which follows, the events cited at least seven times are listed on the left. When the impact of a given event clustered about certain types of growth, these are listed in the right-hand column. Required and self-selected experiences are considered separately.

Table 6:6

Sources/Direction of Personal Impact

(N)	Required Experiences	Area(s) of Impact
(65)	Whole NLC experience	Many, especially interpersonal
(54)	Low ropes	Treat others humanely, risk-taking, self-esteem, problem-solving
(18	Moral and ethical seminar	Learn from failure, tolerance of ambiguity, accept consequences of actions
(18	Cabin life	Live, work with others; deep involvement with others
(14)	Creativity/Comm. seminar	Aware of impression made on others
(11)	Tower building	Tolerance of ambiguity, open to suggestions
(9)	Self in Leadership seminar (general)	
(8)	Jogging	
(8)	Friends-in-general	
(8)	City show	Independence, autonomy issues
	Self-Selected Experiences	
(15)	High ropes	Open to new experiences
(13)	Trip to Nowhere	Open to new experiences, solve problems
(12)	When God Made Me...	See self as likeable and capable
(9)	Down River Canoe	
(8)	Sexuality POE	Conscious set of values and beliefs
(8)	Cultural Exchange	See value/uniqueness of others
(7)	Good Samaritan	

The student explanations of the impact adds much meaning to the above.

"On the low ropes course when they said I can't do it we cheered and yelled and encouraged them to go on and helped them make it. And they DID!"

"When I fell, my cabin leader helped me and seemed to be concerned -- even after the accident she'd check my leg."

"On Moral and Ethical -- when the food ran out we knew we should have shared. We learned to share, compromise, plan for next time."

"In my cabin I'm the only one from Kansas City and our races are black and white. I thought it would be difficult being with other people I didn't know. But we have really gotten to know each other and have become friends."

"In the communications seminar with Clyde I found I could do things I just couldn't do before. I was comfortable doing them."

"In class we decorated paper bags. I found out no one was the way I may have expected."

"The high ropes course tested my courage and willingness to let go of fears -- to be able to take risks and trust others."

"On the Trip to Nowhere we had several tasks that had to be done, all of which were difficult, but despite the problems we strived on and they were done. Leanred how to take a new and bizarre situation with an open mind."

"On Cultural Exchange, when I saw Mr. and Mrs. Graham and how happy they were to have us, tears came to my eyes -- and many other times too. I've become much more sensitive it seems."

"Learned to contribute myself as part of the city presentation. I felt useful and for the first time I volunteered to do something that really worked."

"Living and working is exactly what 13 people did in the Good Samaritan POE. This enabled the job to get done..."

A Special Issue: Intercultural Cooperation

The following considers the question of nature and source of impact from the perspective of one particular issue -- that of intercultural and interracial cooperation. To encourage campers to work cooperatively with all others was a key goal of the NLC. This, and concern expressed by several staff people regarding the degree of separation by race and city that appeared to operate throughout the camp experience, prompted putting this issue directly to the students for their observations and evaluations.

Students were first asked to rate the overall NLC experience on this goal on a scale of 1 to 10. The ratings were uniformly positive with a mean rating of 8.21 and a range of from 10 to 6.5. Even the latter, however, was a statement of qualified approval:

> "We rate it 6.5. But, compared to school and society, this is almost unrealistic in a good sense. Stereotypes were dwindling."

Other responses ranged from guarded approval:

> "7 -- as people haven't always accepted others from different races and socio-economic backgrounds."

As a step in the right direction:

> "8 -- because of previously existing segregation, it was not perfect, but the positive atmosphere and encouragement made interacting with different races, groups, etc., an easy thing to do."

And as Utopia:

> "10 -- there was never a time when it didn't work. We think the cooperation and unity within the entire group was super -- it reached across lines of different cities, schools and races to encompass everyone and form them into one big family."

The highest rating was given to "Social Events": 8.6 (range of 7 to 10) largely because, they said:

> "Everyone just wanted to have a good time."

The seminars and the formal sessions ranked a little lower: 7.5 (range of 4 to 10) and the Dining Hall the lowest: 6.5 (range of 3 to 10). The most common observation on the latter was:

> "There seemed to be an abundance of tables with just black or just white."

The most common explanation was:

> "The separation was not really due to prejudice. It was the one time when one could be with friends outside of primary groups -- plus some people needed the security of getting with people they know."

And a few groups emphasized that progress was made:

"By the end, though, we could proably sit at any table in the dining lodge with minimal discomfort."

What Helped? Four things stood out as factors breaking down barriers between people:

1. Cabin experiences

   "In the Primary groups the rating would be a 10 because whether you wanted to or not you had to work together and cooperate."

2. General activities demanded cooperation:

   "Everything -- we had no choice. We had to get along or else all hell would have broken loose (There's nothing like forced cooperation)."

   "The fact that we all suffered the same ordeals (like no thumbs, bad food, etc.) made it easier to relate to each other."

3. Working at it themselves:

   "One thing that especially made it happen was the fact that no one gave up and quit, that even though it was hard at times everyone kept moving forward."

   "Most of the students did their damdest."

4. And staff encouragement:

   "Staff worked together to put forward a positive attitude. Everyone was willing to give in."

What Got in the Way? What campers saw as hindering cooperation was mostly:

1. Individual attitudes

   "Some people who are rude, immature, and maybe shouldn't be here."

   "Selfishness -- when planning cities skits, in the dining hall and shower."

2. Tendency to stick with people one knows:

   "Some people are just more comfortable in meeting other people."

   "Our commitment to stay with people that we knew got in the way, even after primary group sessions and after dinner people went back to sticking with people from their city."

"Those who stuck with similar people missed out on one of the best parts of the experience."

3. And three groups mentioned city competition:

"Some didn't mind the ribbing on city night, but others thought it was in poor taste."

In summary, the students acknowledged anxiety over being with kids from different cities, areas and backgrounds; felt there were "problems", especially in dining hall; on the whole felt that they and the camp had succeeded quite well in bringing people together.

My own observations would conform generally to the above. I feel, however, there was more anxiety and discontent on the issue than students chose to reveal in these discussions (or put on paper). That is, there was not exactly a complete utopia at NLC as far as issues of race and class are concerned. It did not come out in these discussions partly because it's difficult to talk about it, partly because problems may have been more based in class than race or "culture", partly because to the degree there were problems they were less between people than in general accommodation to the overall camp experience.

I should speak more plainly. One area of inequality was in comfort with the setting itself (rustic, quiet, dark, outdoors, etc.) and the "lifestyle" and atmosphere of a camp experience. This context was familiar to many, if not most, subruban youth, alien to many inner city kids. Perhaps especially for black inner city youth.

It was called to my attention (as well as observed) that the latter were having some difficulties in adjusting and were experiencing some alienation from this. More to the point, rather little accommodation was made for these background differences. Rather (and even more to the point) the black city youth were forced to be the accommodators, the adapters -- and thereby

placed at a disadvantage or, at least, faced with a greater challenge. It must be noted that there was no outwardly destructive "acting out" of alienation -- it was more subtle, passive resistence. A lack of disruption should not, however, lessen sensitivity and concern.

Summary

The data reported in this section deserve more attention and require more extensive analysis than can realistically be given in this already overlong report. Even superficially considered, however, they do suggest an interesting starting point for considering what the NLC really accomplished (the "nature" of impact) and what in the NLC can account for these accomplishments (the "sources" of impact).

Nature of Impact. First of all, there was positive impact. The data and my own observations allow no other conclusion. Secondly, though there was impact on personal growth rather strictly considered (self-esteem, personal confidence, etc.) there is no doubt that the greatest impact was on growth in relation to others (trusting, sharing, working with, feeling a responsibility for, getting along with, etc.) The test data and self-reports both support this. Thirdly, the students learned, and, to the degree possible, lived the notion of servant leadership. Fourthly, though somewhat more specutively than the above, growth was less clearly evident in areas of autonomy (self direction and motivation, assertiveness), and intellectual and/or academic development (e.g., Spaceship Earth was only seminar with a content or specific social problem emphasis).

Source of impact. Two ideas seem to emerge here. The first is that the fundamental source of impact was the entire NLC, the whole configuration of experience -- formal and informal -- that defined it. A study of student

ratings and comments on the formal sessions yields no clear pattern. Some were rated more highly than others, but not systematically so. The students themselves, on the post-test, in the discussions on intercultural relations, and in self-reports said overwhelmingly that the strongest factor was the whole thing -- sessions, cabin life, dining hall, recreation, even morning jogging. All contributed a part.

The second is somewhat an elaboration of the above, but based on my observations rather than a conclusion from written data. It is that a (the?) source of impact was in the integration, harmony of the camp experience. Outdoor activities were not separated from seminars, the same themes were evident in all parts of the program, you were never outside or away from the instructional program (to the jaded observer there appeared to be no matter too small to escape being an inspiration for moral instruction -- not a grain of sand, not an extra moment's rest, nothing!).

Earlier I indicated that the test results of NLC students exceeded any expectations I had based on previous experience with them. In this section I've searched the data and recalled my observations to make a guess at why, what was different in this than other participation programs investigated. A start toward an answer is in these things that set NLC apart from them: the sense of being selected out, chosen, to merit an experience like this; the integration of physical and mental; the intensity of the experiences; the experiencing of it all away from home, in nature, and 24 hours a day; the necessity of building, and experiencing all within, a close community. Even as I write these I begin to think of more -- but these are the most glaringly obvious and will do as a start.

SECTION SEVEN

Staff/Student Observations

Student Recommendations

Meeting in self-selected small groups, the students recommend the following changes in NLC:

1. More free time (13 groups). This was usually accompanied by suggestions of how the time would be used, most commonly: meet with friends, write in journal, thinking.
2. More social activities (10 groups) including: more options, regular dancing (besides, not instead of, square dancing), volleyball, tournaments of various kinds.
3. More sleep (8 groups).
4. Warm water for showers (8 groups).
5. Various seminar changes (7 groups) such as shorten some, accommodations for all abilities (especially more academic challenge), not always attend with primary group, more discussion, less discussion, first choice in POE's.
6. Facility changes (6 groups) including electricity, cleaner bathrooms, snacks in camp store, meat for lunch.
7. Miscellaneous (2 groups each): some younger staff, laundry facilities, conditioning besides running, more on Lake Michigan, have community problems seminar, lengthen camp, clearer instructions before camp.

Some recommendations were to keep some things just the same:

1. Close student/staff relations (11 groups).
2. Seminars, POE's (11 groups).
3. Social activities -- especially square dance (6 groups).
4. Same rules and amount of free time (5 groups).

Teacher/Advisers

The teacher/advisers from each of the cities play an important role in the NLC. Their support of and interaction with students, modeling, involvement in formal program as participant and leader, giving feedback on program, responsibility for follow-up activities, and more. At the same time their role is confusing: not quite students and not quite staff.

Not as much will be said about that role in this report as it deserves. First, the focus of this evaluation was primarily understanding the student experience and, second, only a handful of the teacher/adviser reaction sheets were returned to me. From these, on-going observations, and a number of conversations there are a few things that are clear nonetheless.

First, they tended to see the NLC experience as an excellent one for the students, and very good for themselves. A very high level of approval was given the special seminars for teachers, and much satisfaction expressed by those who had planned and directed parts of the formal program (especially the POE's). There was general agreement that the whole experience was more positive for the teacher/advisers than it had been in previous years.

In looking forward to subsequent camps, the most commonly expressed ideas were that they be "in on" the point or context of the seminars so they can play a more supportive role, continue to lead some activities, the seminars continue, there be special social activities for them, their role be more clearly defined, they be given forewarning on the rigors of camp life, and that there be opportunity for some to come back as resource staff.

Among the comments on the reaction sheets were these characteristic ones:

"Thanks for the incredible energy to make this a useful and important experience for kids."

"NLC stressed service to the point that I am afraid the social change and leadership of enablement got lost."

"The entire conference was a tremendous experience. The resource leaders were excellent. The interaction between students and faculty was good. The setting was inspiring... From beginning to end planning and purpose were evident. I consider myself fortunate to have shared such an experience."

Resource Staff

As was the case with the teacher/advisers, the rate of return of reaction sheets was quite low among resource staff. I will thus restrict my reporting to only those observations that were rather commonly made.

The resource staff judged the NLC to be empowering both for students and themselves -- though they were a little more confident of the effect on themselves. In relation to the latter, the most common positive statement was that they were given the freedom and flexibility to work effectively and creatively. The most common negative (by nearly everyone) was that the tight schedule and heavy and continuous burden of responsibility pressed them well beyond their desired level of effectiveness -- no time to adequately plan, reflect, readjust -- and, finally, just completely exhausted. Some suggested that the resource staff be more differentiated to makemore effective use of the energy and talents of all (e.g., not attempt to direct both seminars and skill explorations on four consecutive days).

In relation to students the strongest comments related to the following:

1. That students' schedule was too tight, rushed, and exhausting, giving little time for personal reflection and, especially toward the end, their becoming too tired to participate at their fullest;

2. A related concern was that the schedule, degree of control, etc., gave little or no opportunity for students to make decisions, initiate anything, take on real responsibility, etc. They hear about, but have no opportunity to really practice leadership;
3. Allow for more in-depth, intellectually challenging learning activities;
4. More activities in which inner city kids, black and white, feel familiar and display their talents.

Some staff members went into some depth on these points and the recommendations -- in fact, all reaction sheets have been given to the camp director.

Suggestions to Consider -- by the Evaluator

Throughout this study I have reported a large volume of data which indicated the positive impact of NLC and which, hopefully, added some insight into the nature and sources of that impact. Three important sources of impact have been implied in the above pages but need to be made explicit here. The first is the calibre of leadership in the NLC. The camp was most effectively managed, with a unique blending of sense of mission and deep human concern enhanced by efficiency and effective attention to detail. The second is the calibre of people in the resource staff. One could only be impressed by their talent and creativity, and humbled by their dedication to show it with students. The third is the students with whom it would have been hard not to succeed. I'd say more about all three, but fear that more would call into question the sincerity (and the objectivity) with which I feel these were (perhaps the most) important sources of the positive results reported in this paper.

Finally, I share some observations and suggestions for consideration in future NLC's:

1. Unquestionably the students had a powerful experience resulting in personal and interpersonal growth and maturity. Is it, in fact, leadership training as the name implies it is meant to be? For example, one looked almost in vain for opportunities to actually practice leadership -- outside the domain of structured experiences; where one was involved in planning/decision-making, etc. Also one wonders if there might have been attention paid to some basic skills, strategies, techniques of leadership and community organization.
2. Relatedly one was left with the question of leadership -- for what? Leadership was emphasized as a general disposition and personal quality, but there was little discussion or debate over what ends this ability might be applied to. Spaceship Earth raised consciousness about energy. There might be more. One could imagine these young leaders debating, strategizing, making plans for attacking a whole variety of clearly defined problems...
3. One step could be to make planning for follow-up action a more visable and integral part of the experience.
4. I can, and do, second the four recommendations I reported being made by the resource staff: consider a less structured and exhausting pace; more opportunity for student initiative-practice of leadership; opportunity for intellectual depth and challenge, more accommodation to inner city kids.
5. In relation to the latter, consider that the procedures and activities which now are more congruent with experiences of affluent, suburban youth (camping "lifestyle" of early hours, jogging, canoeing, cook-outs, folk music, square dancing, to name the more obvious) be balanced with activities congruent with the experiences of city (especially

black?) youth where they would have more comfort and experience. I'm not the best qualified to specify the alternatives, but there should be little trouble eliciting them from those who are.

6. Consider differentiating the resource staff. Some talent is under-used, that of others is spread thin (by exhaustion and inadequate time to plan activities). During seminars, for example, the leaders need time to reflect or readjust program, etc. Rushing immediately off to run a skill explanation and then go on a beach supper and then to a cabin supervision makes this impossible.
7. Try to continue practice of working to attract top people from different parts of the U.S. and Canada. The talent of this resource staff are unique, are not found just anywhere in education, and, in fact, the very fact of the people being from far corners of the country, universities, other non-school youth programs, adds to the message that this camp is something special, not just another school or youth program.
8. Consider operating, offering the teacher/adviser program officially as what it, in fact, appears to be -- an educational workshop (for credit?). The role is a familiar one and carries its own prestige and could more comfortably define the difference between that role and resource staff. In any case, it would be a powerful experiential workshop.
9. Strive to maintain the integration of outdoor activities within at least some seminars. This is a unique achievement of NLC.
10. The very positive results on the formal tests and self-reports would make a follow-up study of the participants of even more than usual interest. It could clarify some interpretive questions (was it

unrealistic euphoria, desire to please, real attitude change), a chance to look at program elements in terms of lasting impact, even get at deeper questions such as the extent to which NLC does, in fact, train and motivate for active leadership, does this kind of program have potential for making changes in schools, in our cities, our world.

Concluding Statement

On the last evening and morning of the 1980 NLC, an atmosphere of comradeship, joy, and satisfaction in accomplishment pervaded Camp Miniwanca. The data collected for this study underscores the legitimacy of that feeling. Hopefully the reporting of this data will be of some value in defining the nature and sources of what was accomplished and be of use in planning further experience. In any case, it was a fascinating challenge to try to make sense of such a complex phenomenon, and it was personally rewarding to have been a part of it.

APPENDIX A

Formal Program

NATIONAL LEADERSHIP CONFERENCE
1980

DAY #1 - MONDAY, JULY 28

3:00 - 6:00 p.m.		
	Participant Arrival Orientation Hike	Unload at Well Road. Hike in groups of 10-15 out to the beach by way of the well and up Baldy Draw. Set out immediately after unloading the bus. Luggage to be delivered to cabins.
	Check-in and Cabin Assignment	Go to the Camp Office
	Activities time until supper bell	Volleyball - Prospector Field Swimming - Squaw Bay (4-6 p.m.) Basketball - Tennis Courts and Explorer Courts Soccer - Explorer Field
6:00	Teacher/Advisors Meeting	Blazer Building
	(Primary groups will be on a roster to set up tables before meals. Please arrive at Eating Lodge 15 minutes before assigned meal.)	
7:00	Supper	
	Pre-Meal Thought (A different Primary Group will be responsible for the "Grace" or "thought" at each meal. When it comes to content, all who are in attendance should be taken into account. These expressions might be: 1) a thought, 2) a prayer or grace, 3) an expression of thanks. They might be carried out through such vehicles as: 1) voice, 2) music, 3) activity. Each will be limited to 60 seconds and should strive for creativity and beauty. A short moment of silence follows the thought. The Resource Staff will model the first Pre-Meal Thought. A separate sheet will indicate which group is responsible for which meals.)	
	Post Meal Activities and Announcements	
	Evaluation Pre-Test	Dan Conrad
	Singing - Council Circle	Bob Stromberg
	Opening Talk & "Night Acclimatization"	Jim Kielsmeier Hank Schafermeyer
10:30	Snack	Eating Lodge
11:00	Evening Bell	Lights Out All Participants in cabins

DAY #2 - TUESDAY, JULY 29

6:15 a.m.	Bell	
6:30	Conditioning by Primary Groups in preparation for Marathon on Day 10. Short swim in Squaw Bay.	
7:30	Teacher/Advisors and Resource Staff (Joint Meeting)	Blazer Building
8:00	Breakfast	Eating Lodge
9:00 - 12:00	Teacher Seminar	Blazer Building
9:00 - 11:45	Basic Seminars	
	Tower Building Exercise - David Campbell & Team Athens (Cabins B-5 through B-8, D-5 through D-8) Corinth (Cabins B-1 through B-4, D-1 through D-4)	Stony View
9:00 - 2:45	Futures: Spaceship Earth Bill Kloppe & Team Delphi (Cabins A-5 through A-8, C-5 through C-8)	4-Way Lodge
	Moral & Ethical Dimensions of Leadership - Diane Hedin & Team Sparta (Cabins A-1 through A-4, Cabins C-1 through C-4)	Squaw Bay
12:00 - 5:45	Athens: Self in Leadership Roles - Kathryn Nelson & Team	Tennis Courts
	Corinth: Creativity, Expression & Leadership - Clyde Ruffin & Team	Blazer Building
3:00 - 5:45	Delphi and Sparta: Tower Building Exercise - David Campbell & Team	Stonyview
5:45 - 6:15	Camp Store Open	
6:15	Supper (Bring Flashlights and evening clothes to meal)	Eating Lodge
7:15	Move to Vesper Dune	Meet at Tennis Courts and follow guides to Vesper Dune

7:30	Singing, Talk & Primary Group Discussions - Bob Stromberg, Jim Kielsmeier	Vesper Dune
9:45	Return to Camp	
10:00	Bell, Snack	Eating Lodge
10:30	Evening Bell	Lights out All Participants in Cabins

DAY #3, Wednesday, July 30

6:15 a.m.	Bell	
6:30	Conditioning	
7:30	Teacher/Advisors Meeting Resource Staff Meeting	Blazer Building Stony View
8:00	Breakfast	
9:00 - 10:00	Skill Exploration Period Sign-Up	Eating Lodge
10:00 - 3:45	Basic Seminars Athens: Futures: Spaceship Earth Corinth: Moral & Ethical Dimensions of Leadership Delphi: Self in Leadership Roles Sparta: Creativity/Expression	 4-Way Lodge Squaw Bay Tennis Courts Stony View
	Lunch Break During Seminars	
4:00 - 6:00	Skill Exploration Period	
6:15	Bell	
6:30	Beach Suppers - Primary Groups	Meet at Eating Lodge to pick up food and rendezvous with group
9:30	Singing, Discussion, Film Snack	Stony View
10:45	Bell, Lights Out	

DAY #4, Thursday, July 31

6:15 a.m.	Bell	
6:30	Conditioning	
7:30	Teacher/Advisors Meeting Resource Staff Meeting	Blazer Building Stony View

8:00	Breakfast	
9:00 - 2:45	Basic Seminars	
	Athens: Moral & Ethical Dimensions of Leadership	Squaw Bay
	Corinth: Futures: Spaceship Earth	4-Way Lodge
	Delphi: Creativity/Expression	Stony View
	Sparta: Self in Leadership Roles	Tennis Courts
3:00 - 5:00	Skill Exploration Period	
5:00 - 6:30	Personal Time Camp Store Open Swimming at Squaw Bay	
6:30	Supper	Eating Lodge
7:45	Singing, Talk, Evening Activities	Council Circle
10:00	Snack	Eating Lodge
10:30	Bell, Lights Out	

DAY #5, Friday, August 1

6:15 a.m.	Bell	
6:30	Conditioning	
7:30	Teacher/Advisors Meeting	Blazer Building
	Resource Staff Meeting	Stony View
8:00	Breakfast	
9:00 - 2:45	Basic Seminars	
	Athens: Creativity/Expression	Stony View
	Corinth: Self in Leadership Roles	Tennis Courts
	Delphi: Moral & Ethical Dimensions of Leadership	Squaw Bay
	Sparta: Futures: Spaceship Earth	4-Way Lodge
3:00 - 5:00	Skill Exploration Period	
5:00 - 6:30	Personal Time Camp Store Open Swimming at Squaw Bay	
6:30	Supper	Eating Lodge
7:45	Singing, Talk, Evening Activities	Council Circle
10:00	Snack	
10:30	Bell, Lights Out	

DAY #6, Saturday, August 2

(Schedule to be announced)

	Transition and City Day City Meetings	
	Sign-Up for Pursuits of Excellence	
12:00 p.m.	Lunch	
1:00 - 3:00	Skill Exploration Period	
3:00 - 5:00	Personal Time Camp Store Open Swimming at Squaw Bay	
5:00	Supper	
Evening	City Presentations	
	Snack	
10:30	Bell, Lights Out	

DAY #7, Sunday, August 3

6:15	Bell	
6:30	Conditioning	
7:30	Teacher/Advisors Meeting Resource Staff Meeting	Blazer Building Stony View
8:00	Breakfast	Eating Lodge
9:00	Church Services	
10:00	Pursuits of Excellence Introduction POE I	Council Circle
12:00	Lunch	Eating Lodge
6:30	Supper	Eating Lodge
	Evening Activities	
	Snack	
10:30	Bell, Lights Out	

DAY #8, Monday, August 4

6:15 a.m.	Bell	
6:30	Conditioning	
7:30	Teacher/Advisors Meeting Resource Staff Meeting	Blazer Building Stony View
8:00	Breakfast	Eating Lodge
	POE I ends at Breakfast	
10:00	POE II begins	
12:00	Lunch	Eating Lodge
6:30	Supper	
	Evening Activities	
10:00	Snack	
10:30	Bell, Lights Out	

REVISED SCHEDULE

DAY #9, Tuesday, August 5

6:15 a.m.	Bell		
6:30	Conditioning		
7:30	Teacher/Advisors Meeting Resource Staff Meeting		Blazer Building Stony View
8:00	Breakfast - Close of POE II		
	Synthesis Phase Begins		
10:00	Introduction - Dan Conrad		Council Circle
10:15	Personal Reflection		Grounds
11:00	Group Discussion		Eating Lodge
12:00	Lunch		Eating Lodge
1:00	Personal Application		Grounds
1:45	City Meetings (Personal Reports - Compact)	(Clyde Lincoln & Omaha Teacher/Advisors) Diane Hedin - Omaha	Stony View
		(Suzann Settle & K. C. Teacher/Advisors) Tony Richards - K. C.	Blazer Bldg.
		(Karla Roberts & St.L. Teacher/Advisors) Betty Lee - St.L.	4-Way Lodge
		(Dean Evans & Indy Teacher/Advisors Sr. Maryann - Indy	Council Circle
3:15	City Reports		Council Circle
3:45	Final Synthesis - Kathryn Nelson		Council Circle
4:15	Personal Time/Preparation Time Camp Store Open		
6:30	Supper		Eating Lodge
	Evening Activities - POE Groups		
10:30	Bell, Lights Out		

DAY #10, Wednesday, August 6

7:00 a.m.	Bell	
7:30	Marathon Breakfast	Explorer Field
8:30	5,6 mile Renewable Resources Marathon	
10:30	Brunch	Squaw Bay
12:00	Teacher/Advisors - Resource Staff Meeting	Blazer Building
12:00 - 4:00	Personal/Preparation Time for Banquet	
4:00	Banquet	Eating Lodge
6:30	Closing Activities	Council Circle
10:00	Snack	
10:30	Bell, Lights Out	

DAY #11, Thursday, August 7

6:15	Bell	
7:00	Final Joint Staff Meeting	Blazer Building
7:30	Breakfast	Eating Lodge
	Post-Test	
8:30	Packing - Move personal equipment out of cabins to loading areas	
9:30	Singing, Closing Comment (Rita Sweets, Bob Stromberg, Jim Kielsmeier)	Council Circle
10:00	Bring bags to main gate and meet at Explorer Field for pictures	
10:30	Departure Kansas City, Indianapolis, St. Louis	Main gate

(Omaha will eat a bag lunch at Miniwanca and take part in afternoon activities prior to 4 p.m. departure.

SKILL EXPLORATION PERIODS
BLUE SCHEDULE
NLC 1980

ACCLIMATIZATION — Bill Kloppe and Team

Explore habitats of the Lake Michigan area. Identify eatable foods.

BRAINSTORMING — Kathryn Nelson

Finding new solutions to problems requires that we "break set" and strike out in new paths using imagination and even fantasy. This session will explore the use of BRAINSTORMING as a problem solving technique.

ECOLOGICAL RESEARCH — Bill Kloppe

What plants, animals, food types, and agricultural products are found in the Miniwanca environment, and why.

ENVIRONMENTAL ENERGY SIMULATOR — Joe Hale

Looking at food from earth to table, harvesting living off land, labor vs capital intensive production; using an analog computer.

EXPRESSING YOURSELF WITH A CAMERA — Tim Stout

Open to anyone with a camera. This course will cover: 1) the basics of how a camera works, 2) composition, 3) the photograph as a statement. Some of this course will involve shooting 35 mm slides of NLC.

WHEN GOD MADE ME, HE MUST HAVE BEEN HAVING A BAD DAY — Bob Stromberg

Poor self image is at the root of many problems normally associated with youth. This is a seminar in positive self image development. Every person must live with him or herself, for a lifetime. Wouldn't it be great to enjoy the company?

HUM YOUR SPIRIT HOME — Sr. Maryann Hedaa

This mini-seminar will focus on developing skills of reflection/centering down! Participants will have a chance to try several methods on how to quiet down in the midst of action. Developing reflective skills will be discussed as a basis for communication, problem solving, decision making, concensus.

IDENTIFYING COMMUNITY PROBLEMS: STRATEGIES FOR DESIGNING YOUR FOLLOW-UP PROJECT
Diane Hedin and Dan Conrad

All participants are expected to develop a community project when they return home. This session will give you a variety of approaches for doing just

that. You will learn how to identify community needs and problems through: 1) surveying other youth, 2) analyzing newspapers, 3) interviewing community decision-makers, 4) using information assembled by United Way, Mayor's office, etc.

MINIWANCA WEIGHT WATCHERS Mary Webber

How can we choose how to eat while we're here so we can go home 5 pounds thinner, knowing how to continue it at home?

WRITING FOR A NEWSPAPER Betty Lee and Joyce Stout

Quick rundown on how to write a news story. Participants will have an opportunity to write short news stories, critique them, and do simple editing. All work will lead to publication of the NLC newspaper.

NUTRITION Arthur Conquest

Basics of food and health. Your body - A resource to care for.

PROBLEM SOLVING Janet Gordon

The better people solve small problems, enables them to face large and more difficult ones with ease and less frustration.

WATER RESCUE Jim Neale

What greater thrill and sense of accomplishment than to gently place a young, crying, but breathing child back into the arms of a weeping mother? What greater obligation than to master the few skills necessary to serve not mankind, not even your next door neighbors but possibly your very own brothers or sisters at a time least expected? This is an opportunity to direct many skills you already have and develop some new ones that you may one day use to save a life in or around the water.

WIND GENERATOR Tom Slykhouse and Doug Johnson

Continued work on the wind generator.

SKILL EXPLORATION PERIODS
GREEN SCHEDULE
NLC 1980

BASICS OF BARBER SHOP QUARTET SINGING — Joe Hale

Learn melodic harmony.

CANOEING — Tony Richards

An opportunity to learn some canoeing skills and perfect those you may already have. We will play some games. All canoeing in this session will be tandem (2 persons per canoe).

CHORAL SPEAKING — Rita Sweets

An experience in exploring the flexibility and power of the human voice as a musical speaking instrument. There will be specific exercises designed to develop many voices into one speaking unit. This will be an opportunity for everyone to create unique speaking patterns and rhythms within poetry and prose.

HIGH ROPES — Carol Botts, Tony Calabrese, Angelo Cruz, Victor Nelson, Hank Schafermeyer and Ted Washington

Students will have an opportunity to test themselves and experience the elements of climbing, balance, jumping and moving high above the ground. Special climbing equipment will be used as part of this experience.

INDIAN BEADING — Carolyn Schafermeyer

Create a variety of colorful beads and accessories to improve your camp attire.

LEATHER BEADING AND TOOLING — Dorothy Kloppe

Learn the different techniques of working with natural leathers to create a variety of leather projects.

MACRAME' — Debbie Kielsmeier and Barbara Simms

Learn the basics of knotting in macrame' to create your own plant hanger or wall hanging.

MASSAGE & CONSCIOUS RELAXATION — Clyde Ruffin

Exploration of basic Hatha Yoga principles and exercises/simple massage, both solo and duet, and various relaxation techniques.

MINIMAL BIKE MAINTENANCE Larry Williams

Learn to keep a bike finely tuned and to ride efficiently. Short scenic tour.

NEEDLEPOINT Rhea Calabrese

Learn basic skills and apply them to original designs, miniature pictures or key chains.

POTTERY Rhea Calabrese

Create wind chimes and weed holders by developing your skills with clay and glazes.

SAILING Jim Neale

We are provided with all too few opportunities in our lifetime to achieve the exhilaration and adventure through outdoor activities, while striking up a perfect working relationship with the natural environment. Sailing provides us with this rare opportunity. To become one with the sea requires generations of hardy seagoing men; to become one with an 18' Lark requires 2 hours.

SILKSCREENING Carolyn Schafermeyer

Learn basic silkscreening skills by designing your own postcards, posters and wall hangings.

SWIMMING INSTRUCTION Mary Webber , Jim Dingle and Mike Thomas

Beginning, intermediate and advanced swimming skills taught in an intensive, fast learning environment.

TRAIL CONSTRUCTION PROJECT: USE OF BASIC WOOD TOOLS Jim Kielsmeier

Use cross cut saws, shovels and rakes to build a running and cross country ski trail Older clothes, long pants and willingness to extend muscles needed.

WATER GAMES FOR NON-SWIMMERS Tony Richards

This session will be for non-swimmers only. We will play games and have fun in canoes, rowboats, rubber tires, rafts, etc. Life jackets will be worn at all times and we will operate in shallow water.

WOODWORKING AND CARDBOARD CRAFTS Fred Kelly

Basics of design with hand projects.

PURSUIT OF EXCELLENCE SEMINARS

BLUE SCHEDULE

1980

BICYCLE TOURING — Larry Williams

Explore the countryside and small towns of Oceana County on ten-speed bicycles. En oy the freedom of self-powered travel.

DOWN RIVER CANOE EXPEDITION — Tony Calabrese, Joe Hale, Bill Kloppe, Victor Nelson, Hank Schafermeyer and Ted Washington

This is an environmental exploration of the White River, its flood plain, marshes, and high sand banks. This meandering river slowly flows southeast from the small town of Hesperia with its clustering of people to the quiet of the National Forest with all its wilderness beauty. This overnight experience will include river canoeing, inner tubing, back-packing and marsh acclimatization.

GOOD SAMARITAN ETHIC — Jim Neale

This session will expose you to the aristocracy of service. The ultimate service you can deliver to mankind is to contribute to the saving of someone's life. During the few hours available you can experience first aid, C.P.R., artificial resuscitation, life saving techniques on the water and search and rescue.

Wars have the remarkable ability to bring out latent compassionate qualities in a person. We cannot contrive wars everytime we need to develop these qualities. William James said that we need a "moral equivalent to war." In this session we think we have found it.

SILVER LAKE TO MINIWANCA EXCURSION — Jim Kloepper and Company
(Sunday)

Explore and contrast a small resort community with massive sand dunes and a natural sand dune area. Follow Silver Lake Creek to Lake Michigan and visit the old light house on a starlight walk to a beach sleep out. Overnight trip - bring sleeping bags, journals and pens and flashlights.

SMALL TOWN EXPERIENCE — Jim Kloepper and Company
(Monday)

An interdisciplinary exploration of the town of Shelby, Michigan. The activities will include exploring the industry and economics (canning and basket plants), ethnics, history and community life of the town. This is an overnight - bring sleeping bags, journals and pens.

MIGRANT WORKERS/SMALL TOWN EXCHANGE EXPERIENCE

Arthur Conquest, Maryann Hedaa and Diane Hedin

This 2 day experience is for those students who wish to discover through direct experience rural and town life in and around Oceana County in Michigan. On Sunday, participants will prepare and share in a barbeque with local Mexican migrant families. You will have the opportunity to share your new found skills by teaching Mexican children how to swim, how to canoe, and how to enjoy the camp area. Sunday evening we will live in a migrant camp outside of Shelby. On Monday morning we will share in a migrant farm experience working in the fields to earn money for our food and entertainment in Shelby.

Following our work experience, we will head for Shelby and participate in a Small Town Plunge returning to camp on Tuesday morning. This POE is for those students who are willing to participate in a service project, who are willing to work in the fields to earn money for survival, and who are willing to plunge into a local small town.

TRIP TO NOWHERE

Jim Neale and Tony Richards

Here is an opportunity to be nudged out of your comfort zone. The trip will take in a variety of traveling styles. You will encounter a multitude of new and neat experiences which will result in you being holistically stretched. You can expect to jog for a while, swim for a while, paddle a canoe or sail a raft and use the stars to lead you through a bushwhack. You may even be able to sleep for a while but not in a way that you are used to. You can never be lost if you have nowhere to go!

PURSUIT OF EXCELLENCE SEMINARS

GREEN SCHEDULE

1980

SOLO CANOEING — Tony Richards

The ultimate in paddling a canadian canoe is to be able to silently stalk a deer along the shore of a lake in moonlight alone. There is no sound of the wash, there is no splashing of the paddle just the whisper of the night air on your face.

There are many techniques in paddling solo - they will be introduced during this session and in 22 hours you will be able to "make the canoe talk."

A GIFT OF EXCELLENCE — Craft Shop Staff

We will be pooling our energy, skills and ideas to create a lasting gift for the NLC. Woodworking, macrame, silkscreen, pottery, beading, leather, and needlecraft will be among the resources available to the participants for our project.

CREATIVE DRAMATICS AND PERFORMANCE TECHNIQUES
Betty Lee, Clyde Ruffin, Robert Stromberg and Rita Sweets

A skills workshop for students interested in various aspects of performing arts such as acting, singing, dance, movement, mime, directing, costuming.

FISHING — James Coleman and Eddie Conner

Enjoy an adventure experience. Learn to fly fish as well as tight line fishing. Row to the other end of Stony Lake and fish through the evening and night.

HUMAN SEXUALITY & SEXUAL ROLES IN THE '80's — Steve Oliver and Mary Webber

Exploration of male/female differences and similarities - role stereotyping - attitudes - developing a personal sexual system of values.

LISTENING, THE KEY TO LEARNING — Janet Gordon

The sharper you are at listening, the better you are at learning and retaining what you have learned.

NEWSPAPER — Joyce Stout

We will be discussing the role of the newspaper at camp. This group will be writing and reporting the events while at camp. Participants will have an opportunity to write short news stories, critique them and do simple editing. The goal will be to publish a paper.

DEVELOPING PLANNING SKILLS — Kathryn Nelson

Leaders must know how to plan. This Pursuit of Excellence will explore the skills involved in the planning process. We will use the Camp Management as a model to explore.

WIND TECHNOLOGY and SOLAR HEATING — Doug Johnson and Tom Slykhouse

Join in the final preparation for putting the wind generator and solar water heater in operation. Become exposed to literature and resource centers for developing your own solar projects.

APPENDIX B

Pre-Post Test Battery

NATIONAL LEADERSHIP CONFERENCE QUESTIONNAIRE

Center for Youth Development & Research
University of Minnesota
St. Paul, Minnesota

GENERAL INSTRUCTIONS;

We are asking for your help in a study of the National Leadership Conference. Your answers will be very valuable for understanding what students get out of it. This information will be used to improve and strengthen the program.

Please remember that the following questions have no right or wrong answers. We are only interested in your honest reactions. Please ignore the numbers in parenthesis next to the answer blanks -- they are there to help us.

INSTRUCTION FOR SECRET CODE NUMBER:

Your responses will be held in strictest confidence. To make sure that no one knows who filled out this questionnaire and to be able to match your answers to another questionnaire you took previously, we want you to use the following secret code:

1) Write your birthdate in numbers in the space below. For example, if you were born on May 9, 1962, you would write: 0 5 / 0 9 / 6 2
month day year

__ __ / __ __ / __ __ (1-6)
month day year

2) Write your initials in the boxes below:

First letter of your first name: ☐ (7)

First letter of your last name: ☐ (8)

3) Write the name of your city below:

_____ (9-10)

4) Today's Date: __ __ / __ __ / __ __ (11-16)
month day year

Posttest

QUESTIONNAIRE ONE

INSTRUCTIONS

Please indicate your opinion of what can be done about the following issues by circling the appropriate number from 1 (a great deal) to 4 (nothing).

A. In general, do you think that the individual citizen can do a great deal, a moderate amount, very little, or nothing at all about the following matters?

	A Great Deal	Moderate Amount	Very Little	Nothing	
1. Prevent war	1	2	3	4	(17)
2. Reduce delinquency	1	2	3	4	(18)
3. Improve the energy situation	1	2	3	4	(19)
4. Reduce poverty	1	2	3	4	(20)
5. Improve race relations	1	2	3	4	(21)
6. Improve the environment	1	2	3	4	(22)

B. How about groups of people, or organizations, or clubs? Can they do a great deal, a moderate amount, very little, or nothing at all about these matters?

	A Great Deal	Moderate Amount	Very Little	Nothing	
7. Prevent war	1	2	3	4	(23)
8. Reduce delinquency	1	2	3	4	(24)
9. Improve the energy situation	1	2	3	4	(25)
10. Reduce poverty	1	2	3	4	(26)
11. Improve race relations	1	2	3	4	(27)
12. Improve the environment	1	2	3	4	(28)

* * * * *

QUESTIONS ABOUT NLC

1. One year from now, when you look back at this experience, what do you think will stand out in your mind as the most valuable part of it?

(29-30)

2. Do you think your experiences at this camp will make you more effective as a leader?

___ YES: very much ___ YES: quite a bit ___ PERHAPS: but not too much ___ NO: not at all (31)

QUESTIONNAIRE TWO

INSTRUCTIONS

A. Look at the sample question below, but don't answer it until you have very carefully read the instructions below.

Almost Always True For Me	Sometimes True For Me			Sometimes True For Me	Almost Always True For Me
☐	☐	Some teenagers worry about school grades	-BUT-	Other teenagers don't seem to worry about school grades.	☐	☐

B. To answer these questions, there are two steps.

1) First, decide whether YOU are more like the teenagers on the left side who worry about school grades OR the teenagers on the right side who don't seem to worry about school grades. Don't mark anything down yet, but first decide which type of teenager is most like you and go to that side.

2) Second, now that you have decided which side is most like you, decide whether that is almost always true for you or sometimes true for you. If it's only sometimes true, then put an X in the box under sometimes true, if it's almost always true for you, than put an X in the box under almost always true.

C. Now continue to do the numbers below. For each number, you only check one box.

ALMOST ALWAYS TRUE FOR ME	SOMETIMES TRUE FOR ME			SOMETIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME	
1. ☐	☐	Some teenagers feel bad when they let people down who depend on them	-BUT-	Other teenagers don't let it bother them that much.	☐	☐ (32.
2. ☐	☐	Some teenagers think it's the responsibility of the community to take care of people who can't take care of themselves	-BUT-	Other teenagers think that everyone should just take care of themselves.	☐	☐ (33.
3. ☐	☐	Some teenagers are interested in doing something about school problems	-BUT-	Other teenagers don't really care to get involved in school problems.	☐	☐ (34.
4. ☐	☐	Some teenagers let others do most of the work in a group	-BUT-	Other teenagers help in a group all they can.	☐	☐ (35.
5. ☐	☐	Some teenagers seem to find time to work on other people's problems	-BUT-	Other teenagers find taking care of their own problems more than enough to do.	☐	☐ (36
6. ☐	☐	Some teenagers are interested in what other students in class have to say	-BUT-	Other teenagers don't care that much about what other students say.	☐	☐ (37

ALMOST ALWAYS TRUE FOR ME	SOME-TIMES TRUE FOR ME			SOME-TIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME	
☐	☐	Some teenagers are interested in doing something about problems in the community	-BUT-	Other teenagers are not that interested in working on problems in the community.	☐	☐ (38)
☐	☐	Some teenagers carefully prepare for community and school assignments	-BUT-	Other teenagers usually don't prepare that much.	☐	☐ (39)
☐	☐	Some teenagers would rather not present ideas in a group discussion	-BUT-	Other teenagers feel comfortable in presenting ideas in a group discussion.	☐	☐ (40)
☐	☐	Some teenagers let others know when they can't keep an appointment	-BUT-	Other teenagers don't call ahead when they can't make it.	☐	☐ (41)
☐	☐	Some teenagers think people should only help people they know--like close friends and relatives	-BUT-	Other teenagers think people should help people in general--whether they know them personally or not.	☐	☐ (42)
☐	☐	For some teenagers, it seems too difficut to keep commitments	-BUT-	Other teenagers somehow manage to keep commitments.	☐	☐ (43)
☐	☐	Some teenagers' ideas are almost always listened to in a group	-BUT-	Other teenagers have a hard time getting the group to pay attention to their suggestions.	☐	☐ (44)
☐	☐	Some teenagers don't think they have much say about what happens to them	-BUT-	Other teenagers think they can pretty much control what will happen to their lives.	☐	☐ (45)
☐	☐	Some teenagers don't think it makes much sense to help others unless you get paid for it	-BUT-	Other teenagers think you should help others even if you don't get paid for it.	☐	☐ 46
☐	☐	Some teenagers are good at helping people	-BUT-	Other teenagers don't see helping others as one of their strong points.	☐	☐ 47
☐	☐	Some teenagers feel obligated to carry out tasks assigned to them by the group	-BUT-	Other teenagers don't feel that bound by group decisions.	☐	☐ (48)
☐	☐	Some teenagers think when good things happen it's because of something they did	-BUT-	For others, there seems to be no reasons--it's just luck when things go well.	☐	☐ (49)

ALMOST ALWAYS TRUE FOR ME	SOME-TIMES TRUE FOR ME			SOME-TIMES TRUE FOR ME	ALMOST ALWAYS TRUE FOR ME	
☐	☐	Some teenagers prefer to have someone clearly lay out their assignments	-BUT-	Other teenagers prefer to make up their own lists of things to do.	☐	☐ (50)
☐	☐	Some teenagers aren't that worried about finishing jobs they promised they would do	-BUT-	Other teenagers would feel really bad about it.	☐	☐ (51)
☐	☐	Some teenagers think they are able to help solve problems in the community	-BUT-	Other teenagers don't think they can do anything about them because a few powerful people decide everything.	☐	☐ (52)

QUESTIONNAIRE THREE

INSTRUCTIONS:
Read the sentences below and mark an "X" in the box that best decribes you.

	very often	fairly often	some-times	once in a great while	practically never	
1. How often do you worry about whether other people like to be with you?	☐	☐	☐	☐	☐	(53)
2. How often do you feel sure of yourself among strangers?	☐	☐	☐	☐	☐	(54)
3. How often do you feel confident that someday people you know will look up to you and respect you?	☐	☐	☐	☐	☐	(55)
4. How often do you feel self-conscious?	☐	☐	☐	☐	☐	(56)
5. How often do you feel that you have handled yourself well at a party?	☐	☐	☐	☐	☐	(57)
6. How often are you comfortable when starting a conversation with people whom you don't know?	☐	☐	☐	☐	☐	(58)
7. How often are you troubled with shyness?	☐	☐	☐	☐	☐	(59)
8. When you speak in a class dis-sussion, how often do you feel sure of yourself?	☐	☐	☐	☐	☐	(60)
9. When you have to talk in front of a class or a group of people of your own age, how often are you pleased with your performance?	☐	☐	☐	☐	☐	(61)
10. How often do you worry about how well you get along with other people?	☐	☐	☐	☐	☐	(62)

QUESTIONNAIRE FOUR

INSTRUCTIONS: For each of the statements below, circle the number that best states your opinion on a scale of 1 (Agree very much) to 6 (Disagree very much).

	Agree very much	Agree pretty much	Agree a little	Disagree a little	Disagree pretty much	Disagree very much	
1. It is possible to get ahead in this world without taking advantage of people.	1	2	3	4	5	6	(63)
2. Almost any job that can be done by a committee can be done better by having one individual responsible for it.	1	2	3	4	5	6	(64)
3. What this country needs more than laws and political programs, is a few courageous, tireless, devoted leaders in whom the people can put their faith.	1	2	3	4	5	6	(65)
4. To really accomplish something it is essential that teachers or bosses outline in detail what is to be done and how to go about it.	1	2	3	4	5	6	(66)
5. In getting to be the leader of a group, it is necessary to exaggerate one's abilities or personal qualities.	1	2	3	4	5	6	(67)
6. Usually it is possible for all members of a group to have an equal say in the decisions or activities of the group.	1	2	3	4	5	6	(68)
7. It is not always wise to try to be consistent with one's ideals in everyday situations.	1	2	3	4	5	6	(69)
8. It is more important for a leader to get the job done than to worry about everyone's feelings.	1	2	3	4	5	6	(70)
9. In case of disagreement within a group the judgment of the leader should be final.	1	2	3	4	5	6	(71)

(72 = 3)
card 4-
repeat 1-10

QUESTIONNAIRE FIVE

INSTRUCTIONS:

Here is how you are to mark this questionnaire. There are seven positions between each pair of words. If you feel the kind of person or idea is very closely related to one end of the scale, place your check mark next to that word (e.g. Hot: X : : : : : Cold). If you feel the idea or person is closely related to one end of the scale (but not extremely), place your check mark as follows: HOT: : : X : : : : Cold. If the idea or person seems only slightly related to one side as opposed to the other (but not really neutral) place your check mark as follows: Hot: : : : : X : : : Cold.

BEING ACTIVE IN YOUR COMMUNITY

		(1)	(2)	(3)	(4)	(5)	(6)	(7)		
1.	Smart	:	:	:	:	:	:	:	:Dumb	(11)
2.	Unusual	:	:	:	:	:	:	:	:Usual	(12)
3.	Youthful	:	:	:	:	:	:	:	:Mature	(13)
4.	Easy	:	:	:	:	:	:	:	:Difficult	(14)
5.	Important	:	:	:	:	:	:	:	:Unimportant	(15)
6.	Boring	:	:	:	:	:	:	:	:Interesting	(16)
7.	Modern	:	:	:	:	:	:	:	:Old-fashioned	(17)
8.	Selfish	:	:	:	:	:	:	:	:Unselfish	(18)
9.	Useless	:	:	:	:	:	:	:	:Useful	(19)
10.	Honest	:	:	:	:	:	:	:	:Dishonest	(20)
11.	Something I will do	:	:	:	:	:	:	:	:Something I won't do	(21)

QUESTIONS ABOUT NLC

1. Everyone has met some friendly people here, but did you make any close friend(s) here -- for example, who will probably take the trouble to keep in touch with you after NLC ends?

   ____ Yes ____ No (22)

2. According to your personal standars, how would you rate your overall performance during these ten days?

   ____ Excellent ____ Very good ____ Good ____ Fair ____ Poor (23)

3. In the daily routine here, do you think there was:

   ____ enough freedom ____ too much freedom ____ not enough freedom (24)

4. All things considered, how do you rate the quality of the 1980 National Leadership Camp?

   ____ Excellent ____ Very good ____ Good ____ Fair ____ Poor (25)

QUESTIONNAIRE SIX

An important goal of NLC has been to "EMPOWER" each of us. To be empowered means to be turned on to the fact that I'm not helpless and alone. It means to have gained personal resources (knowledge, insight, skills, confidence) and the ability to call on other resources around me. It means to have the capacity and courage to take charge of my life - and the ability and commitment to help others take charge of their lives.

We would like you to tell us how strongly the various parts of NLC have contributed toward that goal. For each activity name , circle the number which best describes how empowering it was for you.

"THIS EXPERIENCE HELPED EMPOWER ME"	Agree Strongly	Agree Quite A Bit	Agree a Little	Disagree	Disagree Strongly	
Seminar on Spaceship Earth	1	2	3	4	5	(26)
Seminar on Self in Leadership Roles	1	2	3	4	5	(27)
Seminar on Creativity/Communication	1	2	3	4	5	(28)
Seminar on Moral & Ethical Dimensions	1	2	3	4	5	(29)
Tower Building Exercise	1	2	3	4	5	(30)
Synthesis exercises/discussions	1	2	3	4	5	(31)
Overall experience of 150 people living and working together	1	2	3	4	5	(32)
Skill Development (Write in the title or something that will identify each session you were in. For example: Solar/Wind, Massage, etc.)						
1. _____	1	2	3	4	5	(33)
2. _____	1	2	3	4	5	(34)
3. _____	1	2	3	4	5	(35)
4. _____	1	2	3	4	5	(36)
Pursuit of Excellence						
1. _____	1	2	3	4	5	(37)
2. _____	1	2	3	4	5	(38)

(39=4)

A P P E N D I X C

Questionnaires

REACTION SHEET
(form A)

Title of Session:
____ Futures
____ Self in Leadership Roles
____ Creativity/Communication
____ Moral & Ethical Dim. of Ldrshp.

Reactor: ____ Student
____ Adult Advisor

PART ONE

Instructions: Read the sentences below and mark an "X" in the column that best describes your feelings.

	YES: a great deal	YES: a little	NO
1. I was encouraged to speak up when I had something to ask or say.	____	____	____
2. The resource people (teachers) seemed to know what they were talking about.	____	____	____
3. The session gave me some insight into myself.	____	____	____
4. For part of the time the point of what we were doing was not clear to me.	____	____	____
5. By the end I figured out the point of the session.	____	____	____
6. The session was intellectually challenging (made me think).	____	____	____
7. The session was useful to me (especially as a leader).	____	____	____
8. I was useful to the session.	____	____	____
9. The people in charge seemed genuinely interested in the Campers as individuals.	____	____	____
10. I was genuinely interested in the people in charge as individuals.	____	____	____

PART TWO

1. What do you think was the main purpose of (or idea presented at) this session?

2. The activity or part of the session I liked best was:

3. Something that bothered me was:

4. What suggestions do you have that would improve this session for tomorrow's group?

5. List below or on the back any problems you see or any concerns you have about the NLC in general (Note: we also accept and welcome praise!)

REACTION SHEET
(form B)

Title of Session:
____ Futures
____ Self in Leadership Roles
____ Creativity/Communication
____ Moral/Ethical Dim. of Ldrshp.

Reactor:
____ Student
____ Adult
____ Advisor

PART ONE

Instructions: There are five positions between each pair of words. If your feeling about this session is very closely related to one word or other of the scale, place your check mark next to that word (e.g. Hot: X : : : : Cold). If your feeling is sort of like one end of the scale or another, place, your check mark in the second column from the word (e.g. Hot: : X : : : Cold). Use the center position only when you feel completely neutral (e.g. Hot: : : X : : Cold).

Today's Seminar Session

1.	Too long	: : : : : :	Too short
2.	Serious	: : : : : :	Shallow (frivolous)
3.	Boring	: : : : : :	Interesting
4.	Many things I've done before	: : : : : :	Many things I haven't done before
5.	Difficult	: : : : : :	Easy
6.	I was stimulated to know more about this topic	: : : : : :	I was turned off on this topic

Instructions: For each of the following statements, circle the suggested response that best applies to you.

7. Compared to most other campers in this session, how would you rate your overall performance today?

Much better | A little better | About the same | Not quite as good | Much worse

8. Compared to your own standards, how would you rate your performance today?

Very good | Good | Okay | Not too hot | Terrible

PART TWO

1. What do you think was the main purpose (or idea presented at) this session?

2. The activity or part of the session I got the most out of was:

3. Something that bothered me was:

4. What suggestions do you have that would improve this session for tomorrow's group?

5. List below any problems you or concerns you have about HLC in general (note: we also accept and welcome praise!)

Group Synthesis

INSTRUCTIONS

1. Each group select one person as RECORDER. That person's responsibility is to write down the ideas shared in the group. Be as complete as possible - not just the main group's ideas, but single opinions, off-hand remarks, even jokes.

2. Discuss each question. Don't feel you must always agree on the answers - the idea is more to get everyone's ideas.

3. Before going on to the next question, check to see that the written statements accurately reflect the true feelings and range of ideas of your group.

4. Place your group report on the table by the entrance to the dining hall.

GROUP QUESTIONS

1. For the past 10 days you've done a lot of stuff: some stressful, some fun, some outdoors, some inside; you've heard talks, been creative, canoed, danced, written in journals....and much more.

What do you think was the point of it all? What was all that supposed to do for us?

(NOTE: Share and write down your ideas and then pick one statement, or write a new one, that says it best for your group).

2. Having lived through this experience, you may have some new ideas about leadership. What would you say now about what it means to be a leader?

3. At the start of camp you got a statement from Jim Kielsmeier that said an important goal of this camp was:

> "To work cooperatively with people of a different city, school, race, and socio-economic group."

1. On a scale of 1 to 10, to what degree was that goal met? Explain your rating. (You may want to give different ratings for different parts of camp: seminars, dining hall, social events, POE and Skill development sessions, etc.)

2. What helped it happen?

3. What got in the way?

4. If you were in charge of this camp next year, what would you change or add (or for sure keep the same) to make it a better experience?

1. In formal program (Seminars, POE's, Skill Explorations)
2. Rules, time schedule, facilities, etc.
3. Social activities, student-staff relations, etc.
4. Other

(Put a star (*) by suggestions you see as the most important - considering the goals of the camp)

SIGNS OF PSYCHOLOGICAL HEALTH AND MATURITY

Explanation and Description of Assignment

Introduction

We change in some way -- be it large or small --by our reactions to every person we meet and every situation we face. A person reaches out to us, or ignores us; and we reach back or ignore them. We face a dilemma; and we solve it, or fail, or do nothing. Whatever else happens, we are not quite the same afterward.

Usually the changes are small, often so small we aren't conscious of them. But it is the accumulated affect of these changes that accounts for each of us being the person he or she is.

Each person has some say about the kind of person s/he is and is becoming. Sometimes we have a say in what happens to us; sometimes we do not. But always we have some say in how we react to what happens -- how we feel, what we gain, or what we lose.

How much we have to say about who we are depends partly on how conscious we are of what's happening, and how aware we are of our reactions, and how determined to be in charge of ourselves.

Purpose of Assignment

Awareness is not easy to come by. It often happens that we look back on an experience and feel that "it was good," or "it was terrible," or that we "got a lot out of it." Sometimes it's hard to say just how or why it was good or terrible. It's often even harder to explain to someone else just what one got out of it.

The purpose of this assignment is to give you some help in thinking about the experiences you've had in this program; to be more aware of and better able to describe how you may be a little changed because of those experiences.

Assignment

You will be given a list of personal traits which most people would agree are good ones to have. These are meant to suggest things about yourself that may have been affected by your experiences in this program.

1. After reading each item, circle the number next to it which best indicates how your experiences in the program (and your reactions to them) may have affected you personally. Follow the printed notation: 1=had strong positive impact in this area; 2=had some positive impact; 3=neutral or no impact; 4=had negative impact; 5=not sure of impact.

2. Then go back over the list and select 5 areas in which you feel you did gain something. For each one of these, write out the following:

   a. list the item that you will be discussing (note: you may use the same general area or even specific item more than once if you have to)

   b. name an event or situation or part of the program where you were faced with or aware of that aspect of yourself.

      example: one of the traits is "risks interacting with others." That may bring to mind a time when you were debating whether to introduce yourself to a new person, or to say something personal to another -- and you were not sure how they'd react.

   c. tell something of what you did -- or how that characteristic was needed or demonstrated or strengthened. In short, what you gained or learned from that occasion.

Note: Remember that an event need not be big and dramatic to be important, and that most changes are small ones -- perhaps seen only by you. Also remember that a "change" can mean strengthening some existing characteristic as well as doing things very differently. Finally, that we learn from failures and bad experiences as well as good.

Hopefully the result of all this is your being a little more conscious of who you are and what the experiences in this program have meant to you.

SIGNS OF PSYCHOLOGICAL HEALTH AND MATURITY

The following is a list of characteristics that most people would agree are good to have.* They also represent personal traits which may have been affected by your participation in this program. Please read each item in the list. Then ask yourself whether your experiences in this program have helped you grow in that respect. Then circle the appropriate number.

MY EXPERIENCES IN THIS PROGRAM HAD SOME IMPACT ON MY:	Strong Positive Impact	Some Positive Impact	No Impact	Negative Impact	Not Sure
SELF ESTEEM					
1. SEES SELF AS AT LEAST AS LIKABLE AND CAPABLE AS MOST PEOPLE	1	2	3	4	5
SELF UNDERSTANDING					
2. HAS AN ACCURATE SENSE OF WHAT S/HE CAN DO WELL AND CAN'T DO WELL (doesn't put self down or feel need to boast)	1	2	3	4	5
3. HAS INSIGHT INTO WHAT MAKES HIM/HER TICK (in most situations has some idea why s/he acts or feels as s/he does)	1	2	3	4	5
INDEPENDENCE, AUTONOMY					
4. AWARE OF IMPRESSIONS S/HE MAKES ON OTHERS BUT NOT PRE-OCCUPIED WITH WHAT OTHERS THINK (aware that usually no one is noticing at all)	1	2	3	4	5
5. HAS CONSCIOUS SET OF PERSONAL VALUES AND BELIEFS (made some judgments about what s/he stands for, likes and hates, wants to do, what's important, etc.)	1	2	3	4	5
6. TAKES RESPONSIBILITY FOR, ACCEPTS CONSEQUENCES OF OWN ACTIONS (self-motivated; doesn't always rely on or blame others)	1	2	3	4	5

*Focus on, and use your imagination in applying, the numbered characteristics. The phrases in parenthesis can only suggest part of the meaning of each item.

	Strong Positive Impact	Some Positive Impact	No Impact	Negative Impact	Not Sure
7. IS ASSERTIVE AND INDEPENDENT WHEN SITUATION CALLS FOR IT (enough confidence in own ideas and judgments to express or act on them)	1	2	3	4	5
OPENNESS AND CHANGE					
8. IS OPEN TO NEW EXPERIENCES (willing to try things s/he hasn't done before; extend and deepen old interests)	1	2	3	4	5
9. RISKS INTERACTING WITH OTHERS (risks meeting new people; being open, genuine with others--even to disagree)	1	2	3	4	5
10. OPEN TO NEW IDEAS AND SUGGESTIONS (can listen to and evaluate them without feeling defensive or making excuses)	1	2	3	4	5
SPONTANEITY, ALIVENESS					
11. HAS A WARM SENSE OF HUMOR (not "put downs" at expense of others; can laugh at his/herself; brings happiness not embarrassment)	1	2	3	4	5
12. HAS MOMENTS OF INTENSE JOY AND SATISFACTION (moments of deep personal meaning)	1	2	3	4	5
13. APPROACHES LIFE WITH SENSE OF DISCOVERY (seldom bored, in almost any setting finds something interesting to do, look at, think about)	1	2	3	4	5
APPRECIATION OF AND CONCERN FOR OTHERS					
14. RECOGNIZES AND VALUES THE UNIQUENESS OF INDIVIDUALS (appreciation of people in fresh, not stereotyped or labelling ways; understands before judging)	1	2	3	4	5
15. ENJOYS AND IS ABLE TO WORK AND LIVE WITH PEOPLE DIFFERENT FROM HIM/HERSELF (in age, sex, race, income, life style, etc.)	1	2	3	4	5

	Strong Positive Impact	Some Positive Impact	No Impact	Negative Impact	Not Sure
16. CAPABLE OF LOVE, OF DEEP INVOLVEMENT WITH ANOTHER PERSON (respect, care for, know, trust another; more concerned to love than be loved)	1	2	3	4	5
17. TREATS OTHER IN A HUMANE MANNER (compliments others; helps them succeed; avoids demeaning words and actions; cares for others who need help)	1	2	3	4	5
ACCOMPLISHMENT					
18. ABLE TO SOLVE PROBLEMS CREATIVELY (focus on the main goal and can think of several ways to achieve it; can then decide what to do)	1	2	3	4	5
19. GETS THINGS DONE, IS PRODUCTIVE (can stick with difficult, sometimes tedious tasks to the end; knows also when it's not worth doing so)	1	2	3	4	5
UNDERSTANDING OF REALITY					
20. IS TOLERANT OF AMBIGUITY (doesn't need, or expect, everything to be spelled out exactly)	1	2	3	4	5
21. ABLE TO LEARN FROM DISAPPOINTMENT AND FAILURE (knows things don't always turn out right; that when things go wrong it's not necessarily due to a personal failure or to someone else's incompetence or indifference)	1	2	3	4	5
PURPOSE					
22. HAS A SENSE OF DOING SOMETHING WORTHWHILE (making a contribution, being a useful person; that it is more important to deserve recognition and rewards than to actually receive them)	1	2	3	4	5

CHALLENGES OF THE NLC - 1980

Challenges were an important part of this conference. Challenges should elicit responses. How have you responded?

The Conference

Helped me to understand that _____

_____

_____

Showed me that _____

_____

_____

Made me want to _____

_____

_____

Made me wish I could _____

_____

_____

Made me decide to learn (develop) _____

_____

_____

Made me think about _____

_____

_____

Made me promise myself that I would _____

_____

_____

Helped me get this new idea about myself _____

_____

_____